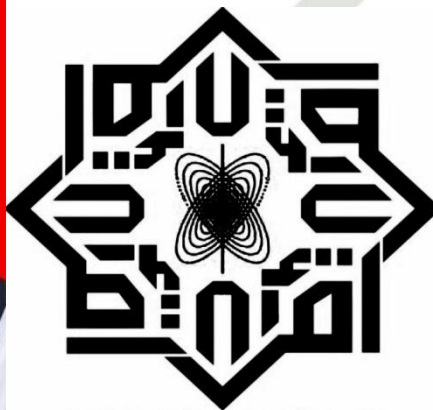




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**AN ANALYSIS ON STUDENTS' READING COMPREHENSION IN
ANALYTICAL EXPOSITION TEXTS AT SMAN 1
XIII KOTO KAMPAR**



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1441 H/2019 M**



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**AN ANALYSIS ON STUDENTS' READING COMPREHENSION IN
ANALYTICAL EXPOSITION TEXTS AT SMAN 1
XIII KOTO KAMPAR**

A Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education
(S.Pd.)



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SUPERVISOR APPROVAL

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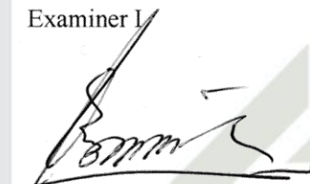
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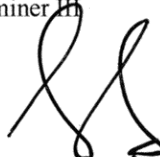
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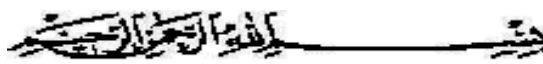
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Pekanbaru, September 2019
The Researcher



Desri Andriani

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ABSTRACT

Desri Andriani,(2019): An Analysis on Students Reading Comprehension in Analytical Exposition Texts at SMAN 1 XIII Koto Kampar.

This research was conducted based on the problems faced by students in learning English especially in reading comprehension of analytical exposition texts. Some of factors which might cause this problem were students difficulty to understand about the text and identify the factual information of the text. So, the writer was interested in carrying out the research about this problem. The aim of this research was to find out students reading comprehension in analytical exposition texts of the second year students at SMAN 1 XIII Koto Kampar. The design of this research was descriptive which focused on one variable. The sample of this research was the second year of the students at Senior High School 1 XIII Koto Kampar. The total number of population was 138 students. To select the sample, the researcher used random sampling techniques, there were 34 students as the sample from 138 students. To analyze the data, the writer used test and interview. The test was conducted to find students' ability in comprehending analytical exposition texts and interview conducted to find out students reading comprehension low in analytical exposition text at SMAN 1 XIII Koto Kampar . The result of the data analysis showed that from seven indicators, the students are able to find factual information was categorized into less level (64), identify main idea was categorized into less level (62), identify references was categorized into sufficient level (74), make inference was categorized into less level (66), identify thesis was categorized into less level (62), identify argumentation was categorized into less level (60) and identify reiteration was categorized into less level (60).

Keywords: Reading Comprehension, Analytical Exposition Texts

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ABSTRAK

Desri Andriani,(2019): Sebuah Analisa terhadap Pemahaman Membaca Siswa dalam Teks Analitikal Eksposisi di Sekolah Menengah Atas 1 XIII Koto Kampar.

Penelitian ini dilaksanakan berdasarkan masalah-masalah yang dihadapi oleh siswa-siswa dalam pemahaman membaca teks eksposisi. Beberapa faktor yang menyebabkan masalah ini yaitu kesulitan siswa dalam memahami teks dan mengidentifikasi informasi dari teks bacaan. Maka, penulis tertarik mengadakan penelitian tentang masalah tersebut. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam memahami teks analitikal eksposisi pada siswa kelas 2 SMAN 1 XIII Koto Kampar. Adapun desain penelitian ini adalah deskriptif yang mana hanya fokus pada satu variable. Populasi penelitian ini adalah kelas 2 SMAN I XIII koto Kampar. Keseluruhan dari jumlah populasi adalah 138 siswa. Untuk memilih sampel, peneliti menggunakan teknik random sampling, dimana ada 34 siswa sebagai sampel dari 138 siswa. Untuk mengumpulkan data, penulis menggunakan tes dan wawancara. Tes dilakukan untuk mengetahui kemampuan siswa dalam memahami teks eksposisi dan wawancara dilakukan untuk mengetahui pemahaman membaca siswa lemah dalam teks analitikal eksposisi. Hasil penelitian menunjukkan bahwa dari tujuh indikator siswa mampu menemukan informasi faktual dikategorikan ke dalam level kurang (64), mengidentifikasi ide utama dikategorikan ke dalam level kurang (62), mengidentifikasi referensi dikategorikan ke dalam level cukup (74), mengidentifikasi inferensi dikategorikan ke dalam level kurang (66), mengidentifikasi thesis di kategorikan ke dalam level kurang (62), mengidentifikasi argumentasi di kategorikan ke dalam level kurang (60), dan mengidentifikasi kesimpulan di kategorikan ke dalam level kurang (60).

Kata kunci: Pemahaman Membaca, Teks Analitikal Eksposisi

ملخص

دسري أندرياني، (٢٠١٩): تحليل في فهم قراءة نص الشرح لدى تلاميذ المدرسة الثانوية الحكومية ١ XIII كوتو كمير

هذا البحث قيم مستندا إلى المشاكل التي واجهها التلاميذ في فهم قراءة نص الشرح. فالعوامل التي تؤدي إلى تلك المشاكل هي صعب في فهم النص وفي تعرّف المعلومات من النص المقروء. فتجذبت الباحثة على القيام بالبحث العلمي عن هذه القضية. وهذا البحث يهدف إلى معرفة القدرة على فهم نص الشرح لدى تلاميذ الفصل الثاني في المدرسة الثانوية الحكومية ١ XIII كوتو كمير. وتصميم هذا البحث هو تصميم وصفي متركز في متغير واحد. ومجتمعه هو الفصل الثاني في المدرسة الثانوية الحكومية ١ XIII كوتو كمير بعدد ١٣٨ تلميذا. ولتعيين العينات استخدمت الباحثة تقنية العشوائي فحصلت على العينة بعدد ٣٤ تلميذا من ١٣٨ تلميذا. ولجمع البيانات استخدمت الباحثة تقنية الاختبار. وهذا الاختبار نُفذ لمعرفة قدرة التلاميذ على فهم نص الشرح. ونتيجة البحث تدل على أن سبعة عناصر لقدرة التلاميذ، أي على تعرّف المعلومات الواقعية ضعيف (٦٤)، وعلى تعرّف الآراء الرئيسية ضعيف (٦٢)، وعلى تعرّف المراجع مقبول (٧٤)، وعلى تعرّف الاستنباط ضعيف (٦٦)، وعلى تعرّف الأطروحة ضعيف (٦٢)، وعلى تعرّف الاحتجاج ضعيف (٦٠)، وعلى تعرّف النتيجة ضعيف (٦٠).

الكلمات الأساسية: فهم القراءة، نص الشرح.

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LIST OF CONTENTS

SUPERVISOR APPROVAL.....	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	v
MULAKHOS	vi
ABSTRAK	vii
LIST OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF APPENDICES.....	xii
CHAPTER I: INTRODUCTION	
A. Background of the problem	1
B. The Problem.....	3
1. Identification of the Problem	3
2. Limitation of the Problem.....	4
3. Formulation of the Problem.....	4
C. Objectives and Significance of the Research.....	4
1. The Objective of the Research.....	4
2. The Significance of the Research	5
D. Reason for Choosing the Title	5
E. Definition of the Term	6
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Review of Related Theories.....	7
1. Reading	7
a. Reading Comprehension	7
b. Reading Comprehension of Analytical Exposition Text	9
c. Assessment of Reading Comprehension of Analytical Exposition Text.....	13
B. Relevant Research	15
C. Operational Concept	17

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CHAPTER III: RESEARCH OF METHODOLOGY

A. The Research Design	19
B. Time and Location of The Research.....	19
C. Subject and Object of The Research	20
D. Population and Sample of The Research	20
E. The Technique of Collecting The Data.....	21
1. Validity	21
2. Reliability.....	25
F. Technique of Analyzing The Data.....	26

CHAPTER IV: FINDINGS AND DISCUSSION

A. Findings	28
a. How is Students' Reading Comprehension in Analytical Exposition Texts at SMAN 1 XIII Koto Kampar	29
a. Students' Reading Comprehension Score.....	29
b. Students' Score Based on Indicator of Reading Comprehension in Analytical Exposition Text.....	31
a. The Students Reading Comprehension In Identifying Factual Information	31
b. The Students Reading Comprehension In Identifying Main Idea.....	32
c. The Students Reading Comprehension In Identifying References....	33
d. The Students Reading Comprehension In Identifying Inferences	34
e. The Students Reading Comprehension In Identifying The Thesis	34
f. The Students Reading Comprehension In Identifying	

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g. Argumentation	35
h. The Students Reading Comprehensionin Identifying Reiteration	36
2. What is the Factors of the Students Reading Comprehension in Analytical Exposition Texts at SMAN 1 XIII Koto Kampar	37
B. Discussion	38
1. How is Students' Reading Comprehension in Analytical Exposition Texts at SMAN 1 XIII Koto Kampar	38
2. What is the Factors of the Students Reading Comprehension in Analytical Exposition Texts at SMAN 1 XIII Koto Kampar	38
CHAPTER V: CONCLUSION AND SUGGESTION	
A. Conclusion	39
B. Suggestion	39

REFERENCES

APPENDIXES

CURRICULUM VITAE

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LIST OF TABLES

Table III.1	The Population of Elevent Grade SMAN 1 XIII Koto Kampar	20
Table III.2	The Blue Print of Reading Test	23
Table III.3	The Analysis of Reading Test Validity.....	24
Table III.4	Conbroach's Alpha Table Reliability Statistic	26
Table III.5	The Categories of Students Reading Comprehension	27
Table IV.1	The Students Individual Scores and Level of Comprehension	29
Table IV.2	Classification of Reading Comprehension of Analytical Exposition Text	31
Table IV.3	Students Score in Identify Factual Information	32
Table IV.4	Students Score in Identify Main Idea	33
Table IV.5	Students Score in Identify References	33
Table IV.6	Students Score in Identify Inference.....	34
Table IV.7	Students Score in Identify Thesis	35
Table IV.8	Students Score in Identify Argumentation.....	36
Table IV.9	Students Score in Identify Reiteration	37



LIST OF APPENDICES

Appendix 1	Syllabus
Appendix 2	Instrument of The Research, key answer and Students Answer Sheet
Appendix 3	Thesis Guidance Activity
Appendix 4	Research Letters

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CHAPTER I INTRODUCTION

The Background of the Problem

Reading is one of skills that is often used in learning process to improve knowledge besides other skills like speaking, listening and writing. Through reading various printed materials such as magazines, newspapers, fictions, or nonfiction books, we are able to get information about knowledge, pleasure, and problems/solutions. In this research, the researcher focused on reading comprehension.

According to Mikulecky and Jeffries (1997), reading is one important way to improve your general language skill in English. Through reading, students will be easy to get knowledge. Reading is not only a source of information and an important activity in learning process but also as a way to create and catch meaning form the text.

Reading comprehension is a process to get main point in texts. it means that the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (Nunan, 2003). Reading is also as an activity to transfer author's ideas and students' comprehension about the text.

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Senior High School 1 XIII Koto Kampar is one of State Senior High School in XIII Koto Kampar that uses 2013 Curriculum for their teaching learning process in which English is one of subjects taught by teacher to students. The writer did this research towards at eleventh grade of the second semester in Senior High School 1 XIII Koto Kampar. Based on 2013 Curriculum (K-13) in this school, the students learned about analytical exposition text. Some of the students at SMAN 1 XIII Koto Kampar had difficulties to comprehend analytical exposition texts. They usually are not able to tell what they have read, they still have lack of vocabulary, and do not comprehend about the texts. The students' difficulties reflect from their achievement in reading test score. It was not in the curriculum expectation. Some of students did not achieve the Minimum Passing Grade (KKM). The Minimum Passing Grade of English lesson is 78, in which they are able to identify generic structure of analytical exposition text such as thesis, argumentation and reiteration of the analytical exposition sufficiently.

After interviewing the teacher it is found that the problems which; students get when they are taught a reading texts, they are not interested in reading a text or they do not have background knowledge related to the text and the content of the text. Therefore, they are so lazy to read that makes it difficult for them to comprehend the text. From 34 students, only 2 students or 6% of the students could reach a good level, 7 students or 21% of the students reaches average level and 25 students 73% of the students reach poor level.

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Their difficulties were understanding the meaning of certain words and main ideas of the texts, factual information, references and inferences of the texts.

Therefore, the researcher is interested to investigating reading comprehension in analytical exposition texts. In which the students are able to compose the passages in context based on social function, text structure, and language features both oral and written related to the actual issue. In this research, the researcher only focus on the reading comprehension.

Based on the problems is shown above, this research is entitled “An Analysis on Students’ Reading Comprehension in Analytical Exposition Texts at SMAN 1 XIII Koto Kampar”.

B. The Problem

After conducting preliminary observation at state senior high school 1 XIII Koto Kampar, it is clear that the most of students are still getting difficulties/problems, especially in term of reading. To make the problems of this research clearer, the problems of this research are identified as follows:

1. Identification of the Problem

Based on the background and the phenomena above, the problems to be addressed in this study are identified as follows:

- a. Why some of the students not able to identify thesis of the analytical exposition texts ?
- b. Why some of the students not able to identify the argumentation of analytical exposition texts?

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- c. Why some of the students not able to identify reiteration of analytical exposition texts?

2. Limitation of the problem

Based on identification above, it can be known that some of students are not able to identify the thesis, argumentation, and reiteration of analytical exposition texts well. The researcher should limit the problems. Therefore this research was focuses on Students' Reading Comprehension of Analytical Exposition Texts at SMAN 1 XIII Koto Kampar.

3. Formulation of the Problem

Based on the limitation of the problem above, the problems was be formulated in the following question:

- a. How is students' reading comprehension in analytical exposition texts at SMAN 1 XIII Koto Kampar ?
- b. What are the factors of the students reading comprehension low in analytical exposition texts at SMAN 1 XIII Koto Kampar?

Objective and Significance of the Research

1. The Objective of the Research.

Based on the formulations above, the objective of the research is :

- a. To know how the students reading comprehension in analytical exposition texts at SMAN 1 XIII Koto Kampar.
- b. To know the factors of the students reading comprehension low in analytical exposition texts at SMAN 1 XIII Koto Kampar.

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2. The Significances of the Research

Related of the objectives of the research above, the significance of the research are as follows:

- a. To complete the researcher task in fulfilling a requirement for undergraduate degree in English Education Department of Education and Teacher Training Faculty in UIN Sultan Syarif Kasim of Riau.
- b. This research finding are expected to be usefull and variable, especially for students and teachers of English at State senior high school to be further teaching and learning process.
- c. This research finding are also expected to be the practical and teorical information to development of theories on language teaching in general.

D. Reason for Choosing the Title

The reasons why the researcher is interesting in carrying out this research which are as follows:

1. The title of this research in relevant with the researcher status as a students of English Education Department.
2. The problems of this research is not yet investigated by other previous research.
3. The location of this research fasilitates the researcher inconducting of the research.

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Definition of the Term

In order to avoid misunderstanding, the researcher feels necessary to define the terms used in this research report as follows:

1. Reading comprehension is the process of understanding the message that the author is trying to convey. It is clear, in reading students should comprehend the author's idea.
2. Analytical exposition text is a kind of the text that present one side of an issue in a form of arguments.

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CHAPTER II

REVIEW OF RELATED LITERATURE

Review of Related Theories

1. Reading

a. Reading Comprehension

According to Nunan (2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading is also as a activity to transfer author's idea and students' comprehension about the text. Reading is also as an activity catching author's idea and students' comprehension about the text. Sutarsyah (2015) states that reading is actually a cognitive process where a reader engages in the mental process of knowing, learning and understanding thing It means, students should know, learn and understand about the text reading. In reading students not only catch and know the important point but also students should understand what the authors' mean. There are so many people can read, but to understand the text is difficult. Whereas, understanding in reading is the purpose of reading.

Nichd and Sweet (in Basarabah 2012), reading comprehension not only depends on these skills, it also depends on an interaction between the reader and the texts, something that is difficult to teach. It means that, in reading to get the main idea of the texts is something

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difficult to teach. And then, according to Nunan (2005), reading is a set of skills that involves making sense and deriving meaning from the printed word

Based on the statement above, the researcher conclude that, reading is activity to get meaning from the text. Reader should know what the important idea when they are reading. And also in reading, the students can capture important idea that they are needed from the texts.

In reading comprehension Westwood (2008) states that reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. Reading comprehension is a process to think more in order to get understanding about the meaning of text..

Reading comprehension is process how the students develop and chatch main idea and convey it to be written. According to Snow (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Similarly, Nation (in Tika Wijayanti 2017) states that four aspects of reading comprehension contain in reading texts; they are: finding factual information, main idea, identifying references and inferences.

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Finding factual information requires readers to scan specific details. There are many types of question of factual information such as question type of reason, purpose, result, comparison, mean, identify, time, and amount in which most of the answer can be found in the texts. Then, Main idea reading concern meaning to greater extent than it with form. An efficient reader understands not only the ideas but also their relative significance, as expressed by the author. In identifying reference of the words or phrase that is used either before or after the reference in the reading material and making Inference, When a reader adds information that he or she already knows to what is stated, the reader is making an inference.

So, based on the experts' explanation above, the researcher conclude that reading comprehension is a way to understand or comprehend of the texts that includes not only word reading, world knowledge or fluency, but by reading comprehension we can get information and wide insight from the texts. It involves the process, identifying the text elements such as; finding factual information, main idea, identifying reference and making inferences. The researcher takes all as indicators of this research to be combined with indicators of analytical exposition text.

b. Reading Comprehension of Analytical Exposition text

Analytical texts is a kind of texts that is intended to explain why and how something happens by using compare/contrast, problem-

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solution, speculations about cause-effect and research. Analytical exposition texts is also defined as a kind of texts that presents one side of an issue in a form of arguments. Its social function is to persuade the readers that the idea is an important matter. That is why this texts often uses expert sources and personal experiences as evidences to support the arguments being made. The logical evidences are going to be the proofs that the issue is a crucial thing to be discussed further, in conclusion, analytical exposition is a text that is intended to persuade readers by showing an issue, arguments and logical evidences.

Wahidi (in Efa Silfia, Mohd. Ansyar, M. Zaim 2009) explain that, analytical exposition is a text that elaborates the writer's idea about the phenomena surrounding us to convince the reader that something is the case. Then, Gerot and Wignell (In Nilam Sari, Dwi Winarsih and Sri Sarwanti 2016) defines that analytical exposition is a text that is used to make the reader or listener believe that something is the case.

Thus, it can be conclude that analytical exposition is one of expository texts that uses compare/contrast, problem-solution and cause-effect to present thesis and arguments to persuade readers.

Gerot and Wignell (In Nilam Sari, Dwi Winarsih and Sri Sarwanti 2016) defines that Lexico grammatical features of analytical exposition text are as follow.

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- 1) Focus on generic human and non-human participants. A participant constructed by the grammar as referring to all members of class. It can be a person, people, male, female, animal, etc.
- 2) Use of simple present tense. The simple present shows that the thing is a general truth or something happens all the time.
- 3) Use of relational processes. Relational process is a process oriented to the type of relationship between participants. These can be divided into being and having processes. They are classified based on their functions whether they are being used to identify something or assign a quality to something. For example: to be, consist of, function as, to be classified into, etc.
- 4) Use of internal conjunction to stage argument Internal conjunction is to connect two words, phrases, or clauses together. It consists of addition (in addition, furthermore, moreover), comparison (in contrast, on the other hand), consequence (therefore, thus, hence), and time (finally, first, etc.)
- 5) Reasoning through causal conjunction or nominalisation. Causal conjunction is used to link or join cause relationship between clauses. For example: because, because of, since, for, and as.

Generic structure of analytical exposition texts consists of thesis, argumentation and reiteration. Gerot and Wignell (in Nilam Sari, Dwi Winarsih and Sri Sarwanti 2016) defines that the generic structures of analytical exposition begins with thesis, thesis has always

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in the first paragraph, it consists of position and preview part. Next is argumentation tell about point (restate main argument outlined in preview part), elaboration (develops and support each point/argument). And the last reiteration (it is commonly called as the conclusion).

The example of analytical exposition text “Cars Should Be Banned in The City”

Generic structure		Language features
Thesis	Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.	Simple present (create, cause)
Arguments	Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and ‘triggers’ off asthma. Some of these illnesses are so bad that people can die from them. Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers. Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework and especially talk to someone.	Simple presents (contribute, emit, causes, wander and hit) Relational process be (are, is) Internal conjunction (firstly, secondly, thirdly, commonly, in conclusion and etc.) Reason through (which, that, if causes)
Reiteration	In conclusion, cars should be banned from the city for the reason listed.	

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c. Assessment of reading comprehension of analytical exposition text

The purpose of assessing the students reading comprehension of analytical exposition text is to describe the issue that happened, Gerot and Wignell (in Nilam Sari, Dwi Winarsih and Sri Sarwanti 2016) defines that the generic structures of analytical exposition begins with;

- 1) Thesis, thesis has always in the first paragraph, it consists of position and preview part.
- 2) Argumentation, tell about point (restate main argument outlined in preview part), elaboration (develops and support each point/argument).
- 3) Reiteration, it is commonly called as the conclusion.

Based on the explanation above, the researcher conclude that analytical exposition texts, consists of thesis, argumentation and reiteration.

Furthermore, Nation (in Tika Wijayanti 2017) states that the four aspects of reading comprehension contain in reading texts, which are appropriate to the senior high school curriculum: they are as follows:

- 1) Finding factual information requires the readers to scan specific details. There are many types of question of factual information such as question type of reason, purpose, result, comparison, mean, identify, time, and amount in which most of the answer can be found in the texts.

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- 2) Main idea reading concern meaning to greater extend than it with form. An efficient reader understands not only the ideas but also their relative significance, as expressed by the author. In order words, some of the ideas are super ordinate while other subordinate.
- 3) Reference is treated as action on the part of the speaker or writer. Reference is the words or phrase that is used either before or after the reference in the reading material.
- 4) Inference, it means that, when a reader adds information that he or she already knows to what is stated, the reader is making an inference.

In this research, the researcher combined reading indicators with the analytical exposition text indicators. The combination of reading comprehension and analytical exposition indicator will be 7 (seven) indicators. It divides into reading comprehension indicator such as: finding factual information, main idea, reference and inference. And the indicators of analytical exposition text such as: thesis, argumentation and reiteration. In conclusion, the students should comprehend analytical exposition text well in improve their reading comprehension of analytical exposition text. The indicators of reading comprehension of analytical exposition text consists of reading comprehension and indicators of analytical exposition texts component as follows:

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The indicators of students' reading comprehension of analytical exposition text.

Variable	Indicators
Reading comprehension of analytical exposition text	<ol style="list-style-type: none"> 1. Finding actual information 2. Main idea 3. Reference 4. Inference 5. Thesis 6. Argumentation 7. Reiteration

B. Relevant Research

The first a research was conducted by Syakira (2017) entitled analysis of the students' reading comprehension in comprehending descriptive text at eight grade of SMPN 1 Kota Sungai Penuh. The researcher focused on descriptive research which one variable. In this research, the writer used cluster sampling technique and one of the two classes would become the sample. In collecting the data, the writer asked the students to answer the question in 60 minutes. The form of the test was multiple choice and found specific information from the text, by the result of this research, the students' reading comprehension in comprehending descriptive text at eight grade of SMPN 1 Kota Sungai Penuh was low. Meanwhile, only one student got A (excellent), one student got B+ (very good), three students got B (good), 1 student got C (enough), six students got C (average), two students got D (poor), and there were most of them or seven students got E (fail).

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The second a research was conducted by Nurcahyaningsih (2017) entitled the analysis of students' reading comprehension in the report text at the second grade of TKJ 1 SMK Sultan Agung Tritomoyo in academic year of 2015/2016. The researcher focused on report text which one variable and this research used descriptive qualitative research, as the result this research, the students' exercise is good according to the score results.

The third a research was conducted by Katrini and Farikah (2015) entitled Analysis of Theme of the Analytical Exposition Texts Written by the Third Semester Students of English Department of Tidar University, this result focused on students' written analytical exposition texts and this research used qualitative research to collect the data, as the result of this research is the types of Theme found in the students' analytical exposition texts are unmarked and marked topical, textual and interpersonal Theme. Among the above types of Theme, unmarked topical Themes are mostly used by the students in their analytical exposition texts. It is 55.11%. The next type is textual Theme (36.89%), marked topical Theme (5.78%) and interpersonal Theme (2.22%). It seems that the students tend to use subjects as Theme.

The fourth a research was conducted by Kartawijaya (2016) entitled analysis of the students reading comprehension in comprehending descriptive text. Based on this research, the aim of the research was to analyze students' ability in comprehending descriptive text at grade VIII of SMPN 1 kota Sungai Penuh academic year 2016/2017. The population of this research was student at VIII of SMPN 1 kota Sungai Penuh. The sample was taken by using cluster sampling technique. The data of this study were students' ability in

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comprehending descriptive text. It was focused in generic structure and specific information. The data was collected by using reading test. To know the validity and reability of the test, the writer used pearson product moment and spearman-brown formula. It was found that the reability of the test was high correlation (0.61). the result of the data showed that the students' reading ability in comprehending the descriptive text was low. It could be seen from the data, the majority of the students got high score was 4.76%, and the total of low score was 33.33%.

This research was relevant to the researcher research because this research was about analytical exposition texts and investigating about students' reading comprehension. The difference was that previous research was conducted at the university level, while the researcher conducted the school level.

Operational Concept

Operational concept is concept theories that used to be empirical. According to Syafi'i (2017), operational concepts are derived from related theoritical concepts on all of the variables that should be practically and empirically operated in academic writing a research paper. Therefore, the variables that wants to investigate should be clear and empirical defined into simple word. It is to make easily in measuring and evaluating through the ways of treatments and assessment that apppliaed by researcher. In order to avoid misunderstanding in carrying out the research, it is necessary to clarify the variable used in this study. Here only one variable that is students' reading

comprehension in analytical exposition texts (Nation in Tika Wijayanti 2017), the indicators are:

1. Students are able to identify factual information of the text.
2. Students are able to identify main idea of the text.
3. Students are able to identify references of the text.
4. Students are able to identify inferences of the text.
5. Students are able to identify the thesis of the text.
6. Students are able to identify argumentation of the text.
7. Students are able to identify reiteration of the text

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CHAPTER III

RESEARCH OF METHODOLOGY

The Research Design

In this research, the researcher was use a descriptive qualitative. Gay (2012) explain that, descriptive study determines and describes the way things in this situation, Anderson (1998) states that, descriptive method defines as an approach used to describe data. The data were used to describe any situation and the researcher interpreted the meaning based on the description of the situation. So, in using descriptive method, the researcher needed to have a good skill in analysing any situation in order to be able to interpret the situation within a particular context.

Based on the explanation above, the researcher conclude that descriptive research is to gather information about the present existing condition, so, in this research only one variable that is students' reading comprehension in analytical exposition texts at SMAN 1 XIII Koto Kampar.

Time and Location of the Research

This research was conducted on April to May 2019 at Senior High School 1 XIII Koto Kampar. This school is located on Muara Takus street, XIII Koto Kampar Subdistrict, Batu Bersurat Regency, Riau province.

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Subject and Object of the Research

- The subject of the research

The subject of this research is at the eleventh grade students of senior high school 1 XIII Koto Kampar in the academic year 2019.

- The object of this research

Besides, the object of this research is an analysis on students reading comprehension in analytical exposition texts.

Population and Sample of the Research

- Population of the research

According to Creswell (2012), a population is a group of individuals who have the same characteristic. The population of this research was the eleventh grade students of senior High School 1 XIII Koto Kampar in 2019 academic year. It consists of 4 classes; XI-A, XI-B, XI-C and XI-D; each class consists of 35, 35, 34, and 34 students. The total number of the eleventh grade students of senior high school 1 XIII Koto Kampar is 138 students.

Table III.1
The population of elevents grade students at senior high school 1 XIII Koto Kampar

No	Classes	Male	Female	Total of students
1	XI IPA 1	17	18	35
2	XI IPS 1	16	19	35
3	XI IPS 2	15	19	34
4	XI IPS 3	15	19	34
	Total			138

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2. Sample of the Research

Based on the total population above, the researcher was used simple random sampling to take the sample. Simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample Gay (2012). It means that by using simple random sampling we can choose individuals as the sample to represent the population.

Arikunto (2006) suggests that simple random sampling is if the population is more than 100 persons, the sample can be taken between 10-15%, and 20-25%. In this research, there are 138 persons as the population and the research take 25% of total population to take the quantitative data, so the total of samples is 34 persons by using lottery.

E. The Technique of Collecting Data

To collect the data which were needed in this research, the researcher used test as the researcher instrument. Regarding to Creswell (2012), an instrument is a tool for measuring, observing, and documenting quantitative data.

1. Test

The test is used to determine the students' reading comprehension in collecting the data. According to sugiyono (2011) test is a measurement technique in which there is various questions, or a series of tasks that must be done or answered by respondents. The test is a set of questions,

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questions, or the problem given to someone to get answers that can indicate ability or someone's characteristics.

The point that will be examined can measure and evaluate the indicator of test that has been formulated in operational concept. In this research, the writer gives a test to obtain the students' reading comprehension in analytical exposition text. The writer uses multiple choice tests that consists of 20 items. The length time to do the test is 45 minutes.

2. Interview

According to sugiyono (2011), interview is used as a technique of data collection if the researcher wants to conduct a preliminary study to find the problems that need to be investigated, and also if the researcher wants to know things from the respondents in more depth and also the number of respondents is small. Technique of data collection with interview can be done in a structured manner and can be done through face to face or by using phone.

In this research, the researcher was used interview to find the students low reading comprehension in analytical exposition texts at senior high school 1 XIII Koto Kampar.

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Table III.2
The blue print of the test reading comprehension in analytical exposition text

No	Indicators of test	Items of questions
1	Finding actual information	1, 6, 14
2	Main idea	2,4,17
3	Reference	5,9,18
4	Inference	7,10,12
5	Thesis	8,13,19
6	Argumentation	3,11,15
7	Reiteration	16,20

The test used to the students' reading comprehension should be valid and reliable. Regarding Creswell (2012) says that validity is the individual's score from an instrument that makes sense, meaningful, enable you as the researcher to draw good conclusion from the population and sample.

From the definitions above, it can be concluded that validity is the extent to which inferences make from assessment result are appropriate, meaningful, and useful in the terms of the purpose of the assessment. The test is not too easy and is not too difficult. Item difficulty is determined as the proportion of correct responses. This is held pertinent to the index difficulty, in which is generally expressed as the percentage of the students who answer the population correctly.

Brown (2003) states that a reliable test is consistent and dependable. If you give the same students or matched students on two different occasions, the test should yield similar result. To measure reliability in this research, it needs a measuring tool and measuring tool

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which is technique of Cronbach's Alpha. To measure, the writer used SPSS 20. program.

a. Test Validity

To know whether the test is valid or not, the value of r_{observed} must be compared with r_{table} .

If the value of $r_{\text{observed}} > r_{\text{table}} = \text{valid}$

If the value of $r_{\text{observed}} < r_{\text{table}} = \text{invalid}$

The result of calculation of validity can be seen in the table below:

Table 111.3
The Analysis of Reading Test Validity

Item	r_{counted}	r_{table} (df=23; 5%)	Result
Item 1	0,4443	0.3961	Valid
Item 2	0,4979	0.3961	Valid
Item 3	0,4252	0.3961	Valid
Item 4	0,4751	0.3961	Valid
Item 5	0,4814	0.3961	Valid
Item 6	0,4945	0.3961	Valid
Item 7	0,4945	0.3961	Valid
Item 8	0,4238	0.3961	Valid
Item 9	0,4425	0.3961	Valid
Item 10	0,4671	0.3961	Valid
Item 11	0,5346	0.3961	Valid
Item 12	0,4273	0.3961	Valid
Item 13	0,5156	0.3961	Valid
Item 14	0,4751	0.3961	Valid
Item 15	0,4643	0.3961	Valid
Item 16	0,4458	0.3961	Valid
Item 17	0,5031	0.3961	Valid
Item 18	0,4425	0.3961	Valid
Item 19	0,5156	0.3961	Valid
Item 20	0,4935	0.3961	Valid

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The data above were consulted r_{table} at significant level of 5%. There were 25 students; that meaning $N=25$ with $df=N-2=25-2=23$. The writer took the df 23, thus the r_{table} acquired was 0.3961. it means that 20 item of reading test were utilized in this research.

b. Test Reliability

As mentioned by Arikunto (2012) the reliability for good classroom achievement tests are expected to exceed 0,0 and close 1,00.

She stated that reliability of test is considered as follows:

0,0 – 0,20 : reliability is poor

0,20 – 0,40 : reliability is satisfactory

0,40 – 0,70 : reliability is good

0,70 – 1,0 : reliability is excellent

In this research, the researcher was use SPSS 20.0 version to calculate the reliability of test. The following steps were how to get the result data based on SPSS 20 for windows- statistical software:

- 1) Open the students test result
- 2) From the menu SPSS, click *analyze*, click sub menu *scale* and then click *reability analysis*
- 3) from the box reability analysis moves all of variables into items
- 4) From statistical, click *scale*, at summaries; click *means* and click continue, then click *ok* to end this process and you will see the output data of SPSS automatically.

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The result of calculation of reliability can be seen in the table as follows.

Table III.4
Cronbach's Alpha Table Reliability Statistics of Reading Test
Reliability statistics

Cronbach's Alpha	N of Items
0.817	20

Based on the table III.4, The reliability of the test was 0.817 it is categorized into excellent reliability level. It means the instrumental accuracy involved into good level and this means good for a research.

F. Technique of Analyzing Data

In this research, the researcher applied a descriptive technique to analyze the data. The first step is to identify students' reading comprehension in analytical exposition text by analyzing students' answer sheets. The point for each correct answer was 1 and 0 for incorrect answer. The procedures of analyzing the data can be seen as follows;

1. To know each of students' score individually, the writer calculated by using the following formula:

$$M = \frac{x}{n} \times 100$$

Where :

- M = individual score
- X = the number of correct answer
- N = the number of item (Wayan and Sumartana, 1986)

2. After getting all the students scores, the student mean score can be seen.

Next, to find out the mean score of the students' reading comprehension in analytical exposition text, the following formula is used:

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$$M = \frac{\sum Fx}{N}$$

Where:

- M = Mean
 $\sum Fx$ = Total Score
 N = Total Respondent (Hartono, 2012)

Furthermore, the level of students' score, the writer classified into five levels. The classification can be seen in this following table:

Table: 111.5
The Categories of Students' reading comprehension

No	Range	Category
1.	90-100	Very Good
2.	80-89	Good
3.	70-79	Sufficient
4.	60-69	Less
5.	0-59	Fail

Source from SMAN 1 XIII Koto Kampar

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CHAPTER V

CONCLUSION AND SUGGESTION

A Conclusion

Referring to the data presentation and data analysis which have been explained in chapter IV, the writer gives conclusion.

The mean score all of the students' reading comprehension was categorized into sufficient level (71), identify factual information was categorized into less level (64), identify main idea was categorized into less level (62), identify references was categorized into sufficient level (74), identify inference was categorized into less level (66), identify thesis was categorized into less level (62), identify argumentation was categorized into less level (60) and reiteration was categorized into less level (60).

Based on the interview some of the students that got low score in eleventh grade at Senior High School 1 XIII Koto Kampar it is found that students low in comprehending analytical exposition texts because some of the students do not know the meaning of the words and the students still have lack of vocabulary, some of the students difficulty in conveying their thoughts and then the students have difficulty in converting words into whole sentences in concluding the contents of the texts.

B Suggestion

Considering the students' reading comprehension in analytical exposition text, the writer would like to give some suggestions as follows:

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1. Suggestion for the school and teacher
 - a. It was recommended to the school to do evaluation for students' difficulties based on the result of teaching and learning process.
 - b. It is hoped for the school to establish an English club in orders to expend the students' knowledge in English.
 - c. English teacher should give more motivation to students to read analytical exposition texts.
 - d. The teacher should be creative in selecting the text related to the material. It was aimed to case the students to improve their interest and to enhance their motivation in learning English.
2. Suggestion for the students
 - a. The students may not think that English is difficult to learn
 - b. In accomplishing exercise, students must believe in themselves. On the other hand, students may not cheat to their friends answer sheets.
 - c. The students must be active in reading. It was aimed to enrich their vocabularies.
 - d. The students must ask the teacher what they do not understand when learning English.
 - e. The students should pay more attention to the lesson that has been explained by the teacher and should motivate themselves to be success in understanding analytical texts.

Finally the researcher considers that this study was still need correction and validations from the next writer that has same topics an this study.



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LAMPIRAN

UIN SUSKA RIAU



B. Kelas: XI

Alokasi Waktu : 2 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>9.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tawaran dan tawaran, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan <i>should</i>, <i>shouldn't</i>, dan susun teks interaksi</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisikan dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi 	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p> <p>4.3 Teks Undangan Resmi</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Sapaan - Isi - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan istilah yang digunakan dalam undangan resmi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout yang membuat tampilan teks lebih menarik. 	<p>acara yang berbeda</p> <ul style="list-style-type: none"> - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks eksposisi analitis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial,</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe, I think</i> - Adverbial <i>first, second, third ...</i> - Kata sambung <i>Therefore, consequently, based on the arguments</i> 	<ul style="list-style-type: none"> - Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI 	<p>mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya</p> <ul style="list-style-type: none"> - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>passive voice</i>)</p> <p>4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mendeskrripsikan, memaparkan secara obyektif • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>passive voice</i> - Preposisi <i>by</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melakukan refleksi tentang proses dan hasil belajarnya



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya 4.6 Teks surat pribadi 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya 4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin kedekatan hubungan antar pribadi • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar. - Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar
Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan sebab akibat



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ..., due to ..., thanks to ...</i>)</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kata yang menyatakan hubungan sebab akibat: <i>because of ..., due to ..., thanks to ...</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI. 	<ul style="list-style-type: none"> - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pemuatan sebab akibat dan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam</p>	<ul style="list-style-type: none"> • Fungsi Sosial <ul style="list-style-type: none"> Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena • Struktur Teks <ul style="list-style-type: none"> Dapat mencakup: <ul style="list-style-type: none"> - fenomena - identitas gejala - rangkaian penjelasan • Unsur Kebahasaan <ul style="list-style-type: none"> - Adverbia <i>first, then, following, finally</i> - Hubungan sebab-akibat (<i>if-then, so, as a consequence, since, due to, because of, thanks to</i>) - Kalimat pasif, dalam tenses yang <i>present</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik 	<ul style="list-style-type: none"> - Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana. - Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya - Mempresentasikan teksnya kepada teman-

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
mata pelajaran lain di kelas XI	Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI	teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MA K	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca - Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya - Menyimak, dan menirukan guru membaca lirik lagu secara bernakna - Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil belajarnya
4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MA K		

C. Kelas: XII

Alokasi Waktu : 2 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
1.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan	<ul style="list-style-type: none"> • Fungsi sosial Menjalin dan menjaga hubungan interpersonal. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar 	<ul style="list-style-type: none"> - Mencermati beberapa interaksi yang melibatkan penawaran jasa dalam/dengan tampilan visual (gambar, video) - Mengidentifikasi dengan menyebutkan



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APPENDIX 2

UIN SUSKA RIAU



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for the instrument

08.03.2019

The Questions of Reading Comprehension of Analytical Exposition Texts

Respondents:

The second grade of SMAN 1 XIII Koto Kampar

Directions:

1. These question are used to know students' reading comprehension in analytical exposition text
2. These questions are multiple choice
3. These questions consist of 20 questions
4. You are given 45 minutes to answer the questions
5. Give the cross (X) for the correct answer
6. Please answer these question based on the correct answer.

Text 1 for question number 1-3

Uses formalin and other additives in foods

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the



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Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

1. Why is formalin dangerous for human's body ?
 - a. It is not food preservatives
 - b. It is a disinfectant for humans beings.
 - c. It is used to preserve biological specimens
 - d. It is 10% solution of formaldehyde in water
 - e. It is controlled flighty from the government
2. The main idea of paragraph 2 is....?
 - a. The human's bodies will be harmful after consuming the formalin
 - b. The government has not controlled the used of formalin firmly
 - c. The weak control of using formalin is not threatening the human
 - d. The human's bodies will be harmful after consuming the formalin
 - e. The use of formalin is known all over the regions

UIN SUSKA RIAU



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3. Based on the facts above, the writer suggest that...
 - a. People have to avoid consuming formalin in their food
 - b. The use of formal dehyde is necessary to control the food
 - c. People should add 100% solution of formal dehyde in water
 - d. The food preservative is required to make the food delicious
 - e. Food seller is supposed to pour formalin for vegetables and food products

Text 2 for question number 4-7

House Husband's Heart Risk

Most people assume that life in the rat race is bad for your health. But reversing the traditional gender roles, being a house husband is a stressful business, according to the latest research by American scientist. By giving up their jobs in order to become house husbands, men increase their risk of heart attack or coronary disease by as much as 82%, according to research based on 10 year study of 2,500 people in Boston, USA. According to Dr. Elaine Eaker, the key to the problem is that some men became stressed about performing a role not traditionally assign to them by society. Men who stays at home tend not to have the same levels of support from friends and family as women do the same.

Jack O'Sullivan, of the Father's Direct, was quoted as saying: "Society expects the main career should be a woman and society is structured around that. Day care is called mother and toddler groups and some men feel awkward about belonging to those groups. Professor Gary Cooper, a psychologist at the University of Manchester, said many men tend to underestimate the task of caring for a family. He said "Most men think being a house husband involves putting on a bit of washing, taking the kids to school and then putting their feet up with a cup of coffee.

• They are crazy. Most men are not used to performing a variety of activities simultaneously – the kind of multi-tasking which is second nature to most women. It is estimated that men have taken over the main homemaker's role in one in seven



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homes, as increasing numbers of women become the main breadwinner. The study also found that women in high-powered jobs were more likely to develop heart disease than those in more junior positions.

4. the main idea of the first paragraph is...
 - a. people living in the rat race tend to have heart attacks
 - b. the research on house-husbands health involved 2,500 people
 - c. scientists did some research on the people's health living in bostom
 - d. house-husbands have understandable reasons why they gave up their jobs
 - e. the result of the research showed that housed-husbands tend to have heart attacks

5."some men became stressed about performing a role not traditionally assign to them by society." (paragraph 1)

The statement above is the result of research done by

- a. A Psychologist
 - b. Jack O'sullivan
 - c. Dr Elaine Eake
 - d. An American Scientist
 - e. A jack eake
6. Professor Gary Cooper the purpose of the text is...
 - a. To describe what a house house-husband is
 - b. To persuade readers not to become a house husband
 - c. To report the result of a research carried on by Dr Elaine Eaker
 - d. To explain to readers why house husbands are subjects to heart attacks

UIN SUSKA RIAU



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- e. To inform readers that 82% of house husbands suffer from heart attack
7. From the text above we conclude that, some house husband become stressd cause....
 - a. They are jobless
 - b. They earn less than their wives
 - c. Most people do not respect them
 - d. They do not join the daycare groups
 - e. They are not used to doing house keeping

Texts 3 for question 8-12

The three species of bears in North Amerika are in the scientific order, carnivore, and the scientific family, ursidae. These oversize mammals have poor eyesight, a great sense of smell, and the largest flesh-eating land animals in the world.

Bears are appalling, aggressive predators and generally avoid humans, so most folks never see them at close range in their native habitat, although certain signs can indicate the presence of nearby bear. Online video cameras allow viewers to watch bears exhibit their interesting and often surprising behavior without having to be near them

Despite their formidable presence, bears are important inhabitants of north American native forests , woodlands and arctic shores. Relentlessly hunted in the past, their dwindling numbers have caused them to be legally protected in certain locations.

8. What is the best title for the texts above ?
 - a. The species of the bear
 - b. The bears in north America



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- d. The bears appalling
- e. The predators

9. In the second paragraph" their" who is that?

- a. Mammals
- b. bears
- c. humans
- d. predators
- e. dwindling numbers

10. From the texts above can we get that...

- a. bears important inhabitants of north American
- b. three bears should be protect in their habitants
- c. Bears are appalling, aggressive predators and generally avoid humans
- d. These oversize-mammals have poor eyesight, a great sense of smell, and the largest flesh-eating land animals in the world
- e. their dwindling numbers have caused them to be legally protected in certain locations

11. Based on the facts above, the writer suggest that...

- a. The bears should be buy
- b. The bears should be protects
- c. Ignored
- d. The bears should be kill
- e. The bears should be cooks



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12. From the texts we know that..

- a. These oversize mammals have poor eyesight, a great sense of smell, and the largest flesh-eating land animals in the world
- b. their dwindling numbers have caused them to be legally protected in certain locations
- c. bears important inhabitants of north American
- d. Bears are appalling, aggressive predators and generally avoid humans
- e. three bears should be protect in their habitants

Text 4 for question 13-16

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. it of course includes local vegetables, fruits, bread and etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money, So, from now on we should consume fresh local groceries to reduce global warming.

13. What is the title above ?

- a. The Global warning
- b. Consuming fresh local

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- c. Everybody should change their life
- d. Carbon dioxide
- e. Transportation to go the market

14. The text gives us information about

- a. The ways to minimize global warning
- b. The ways to increase global warning
- c. The effects of global warning
- d. The importance of consuming local groceries
- e. The importance of knowing global warning

15. Based on the fact above, the writer suggest that...

- a. people should need transportation
- b. consuming fresh local groceries as much as possible. it of course includes local vegetables, fruits, bread and etc.
- c. everybody should change their life
- d. everybody should go to the market
- e. everybody need and saving energy

16. From the text we can conclude that...

- a. everybody should change their way of life
- b. everybody should diligent to consume the groceries
- c. everybody should buy their transportation
- d. everybody should diligent to the market



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e. everybody should consume fresh local groceries to reduce global warming.

Texts 5 for question 17-20

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes with 3,092 people killed and crashes resulting in an injury 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

17. What is the main idea of the passage?
 - a. the warning of texting and driving
 - b. The debatable issue of texting and driving
 - c. The involvement of mobile devices while driving
 - d. The risks of texting while driving
 - e. The consequences of not paying attention traffics

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18. The last paragraph "they" what does mean ?
 - a. mobile devices
 - b. The National Highway Traffic Safety Administration
 - c. The Virginia Tech Transportation Institute
 - d. the drivers aged 18 to 20
 - D. 3,092 people killed and crashes resulting in an injury 416,000 people wounded
19. What is the title of the texts ?
 - a. The Dangers of Typing SMS while Driving
 - b. the big accidents
 - c. the auto mobile accident
 - d. the little accidents
 - e. best age for a driver
20. From the text, we know that ...
 - a. The mobile phone should be banned in the street
 - b. Distracted driving makes accident more rarely to happen
 - c. Most of the accident caused by the condition of the road.
 - d. 18 percent of fatal crashes were caused by unnoticed street signs.
 - e. Drivers involved in car accidents admitted they were texting when they crashed.

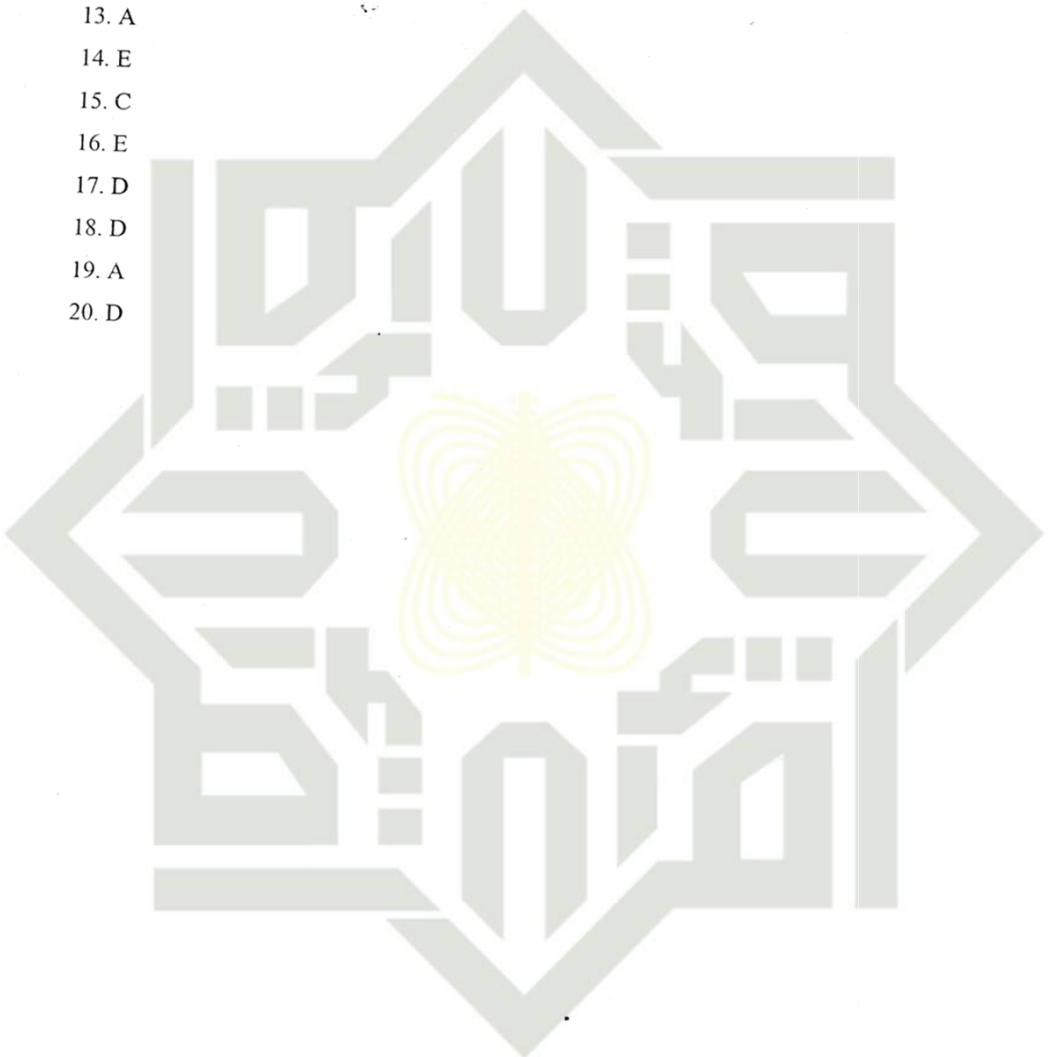


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KUNCI JAWABAN

- | | |
|-------|-------|
| 1. C | 11. B |
| 2. B | 12. D |
| 3. A | 13. A |
| 4. D | 14. E |
| 5. C | 15. C |
| 6. E | 16. E |
| 7. C | 17. D |
| 8. B | 18. D |
| 9. B | 19. A |
| 10. B | 20. D |



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The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the

Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

1. Why is formalin dangerous for human's body ?

- It is not food preservatives
- It is a disinfectant for humans beings.
- It is used to preserve biological specimens
- It is 10% solution of formaldehyde in water
- It is controlled flighty from the government

2. The main idea of paragraph 2 is....?

- The human's bodies will be harmful after consuming the formalin
- The government has not controlled the used of formalin firmly
- The weak control of using formalin is not threatening the human
- The human's bodies will be harmful after consuming the formalin
- The use of formalin is known all over the regions



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Based on the facts above, the writer suggest that...

- ☒ People have to avoid consuming formalin in their food
- The use of formaldehyde is necessary to control the food
- People should add 100% solution of formaldehyde in water
- The food preservative is required to make the food delicious
- Food seller is supposed to pour formalin for vegetables and food products

Text 2 for question number 4-7

House Husband's Heart Risk

Most people assume that life in the rat race is bad for your health. But reversing the traditional gender roles, being a house husband is a stressful business, according to the latest research by American scientist. By giving up their jobs in order to become house husbands, men increase their risk of heart attack or coronary disease by as much as 82%, according to research based on 10 year study of 2,500 people in Boston, USA. According to Dr. Elaine Eaker, the key to the problem is that some men became stressed about performing a role not traditionally assign to them by society. Men who stays at home tend not to have the same levels of support from friends and family as women do the same.

Jack O'Sullivan, of the Father's Direct, was quoted as saying: "Society expects the main career should be a woman and society is structured around that. Day care is called mother and toddler groups and some men feel awkward about belonging to those groups. Professor Gary Cooper, a psychologist at the University of Manchester, said many men tend to underestimate the task of caring for a family. He said "Most men think being a house husband involves putting on a bit of washing, taking the kids to school and then putting their feet up with a cup of coffee."

- They are crazy. Most men are not used to performing a variety of activities simultaneously – the kind of multi-tasking which is second nature to most women. It is estimated that men have taken over the main homemaker's role in one in seven

homes, as increasing numbers of women become the main breadwinner. The study also found that women in high-powered jobs were more likely to develop heart disease than those in more junior positions.

4. the main idea of the first paragraph is...

- ☒ people living in the rat race tend to have heart attacks
- the research on house-husbands health involved 2,500 people
- scientists did some research on the people's health living in boston
- house-husbands have understandable reasons why they gave up their jobs
- the result of the research showed that house-husbands tend to have heart attacks

5. "some men became stressed about performing a role not traditionally assign to them by society." (paragraph 1)

The statement above is the result of research done by

- ☒ A Psychologist
- Jack O'sullivan
- Dr Elaine Eake
- An American Scientist
- A jack eake

6. Professor Gary Cooper the purpose of the text is...

- To describe what a house house-husband is
- To persuade readers not to become a house husband
- ☒ To report the result of a research carried on by Dr Elaine Eaker
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- To inform readers suffer from heart attack

7. From the text above we conclude that, some house husband become stressed cause....

- They are jobless
- They earn less than their wives
- Most people do not respect them
- They do not join the daycare groups
- They are not used to doing house keeping

Texts 3 for question 8-12

The three species of bears in North Amerika are in the scientific order, carnivore, and the scientific family, ursidae. These oversize mammals have poor eyesight, a great sense of smell, and the largest flesh-eating land animals in the world.

Bears are appalling, aggressive predators and generally avoid humans, so most folks never see them at close range in their native habitat, although certain signs can indicate the presence of nearby bear. Online video cameras allow viewers to watch bears exhibit their interesting and often surprising behavior without having to be near them

Despite their formidable presence, bears are important inhabitants of north American native forests , woodlands and arctic shores. Relentlessly hunted in the past, their dwindling numbers have caused them to be legally protected in certain locations.

8. What is the best title for the texts above ?

- The species of the bear
- The bears in north America

- The bears appalling
- The predators

9. In the second paragraph, "their" who is that?

- Mammals
- bears
- humans
- predators
- dwindling numbers

10. From the texts above can we get that...

- bears important inhabitants of north American
- three bears should be protect in their habitats
- Bears are appalling, aggressive predators and generally avoid humans
- These oversize mammals have poor eyesight, a great sense of smell, and the largest flesh-eating land animals in the world
- their dwindling numbers have caused them to be legally protected in certain locations

11. Based on the facts above, the writer suggest that...

- The bears should be buy
- The bears should be protects
- Ignored
- The bears should be kill
- The bears should be cooks



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12. From the texts we know that..

- These oversize mammals have poor eyesight, a great sense of smell, and the largest flesh-eating land animals in the world
- their dwindling numbers have caused them to be legally protected in certain locations
- bears important inhabitants of north American
- ☒ Bears are appalling, aggressive predators and generally avoid humans
- three bears should be protect in their habitats

Text 4 for question 13-16

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. it of course includes local vegetables, fruits, bread and etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming.

13. What is the title above ?

- ☒ The Global warming
- Consuming fresh local

- Everybody should change their life
- Carbon dioxide
- Transportation to go the market

14. The text gives us information about

- The ways to minimize global warning
- The ways to increase global warning
- ☒ The effects of global warning
- The importance of consuming local groceries

15. Based on the fact above, the writer suggest that....

- people should need transportation
- consuming fresh local groceries as much as possible. it of course includes local vegetables, fruits, bread and etc.
- ☒ everybody should change their life
- everybody should go to the market
- everybody need and saving energy

16. From the text we can conclude that...

- everybody should change their way of life
- everybody should diligent to consume the groceries
- everybody should buy their transportation
- everybody should diligent to the market



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everybody should consume fresh local groceries to reduce global warming.

Texts 5 for question 17-20

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes with 3,092 people killed and crashes resulting in an injury 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

17. What is the main idea of the passage?

- the warning of texting and driving
- The debatable issue of texting and driving
- The involvement of mobile devices while driving
- The risks of texting while driving
- The consequences of not paying attention traffics

18. The last paragraph "they" what does mean ?

- mobile devices
- The National Highway Traffic Safety Administration
- The Virginia Tech Transportation Institute
- the drivers aged 18 to 20

D. 3,092 people killed and crashes resulting in an injury 416,000 people wounded

19. What is the title of the texts ?

- The Dangers of Typing SMS while Driving
- the big accidents
- the auto mobile accident
- the little accidents
- best age for a driver

20. From the text, we know that ...

- The mobile phone should be banned in the street
- Distracted driving makes accident more rarely to happen
- Most of the accident caused by the condition of the road.
- 18 percent of fatal crashes were caused by unnoticed street signs.
- Drivers involved in car accidents admitted they were texting when they crashed.



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The Questions of Reading Comprehension of Analytical Exposition Texts

Respondents:

The second grade of SMAN I XIII Koto Kampar

Directions:

- These question are used to know students' reading comprehension in analytical exposition text
- These questions are multiple choice
- These questions consist of 20 questions
- You are given 45 minutes to answer the questions
- Give the cross (X) for the correct answer
- Please answer these question based on the correct answer.

Text 1 for question number 1-3

Uses formalin and other additives in foods

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the

Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

- Why is formalin dangerous for human's body ?
 - It is not food preservatives
 - It is a disinfectant for humans beings.
 - ☒ It is used to preserve biological specimens
 - It is 10% solution of formaldehyde in water
 - It is controlled flighty from the government
- The main idea of paragraph 2 is....?
 - The human's bodies will be harmful after consuming the formalin
 - ☒ The government has not controlled the used of formalin firmly
 - The weak control of using formalin is not threatening the human
 - The human's bodies will be harmful after consuming the formalin
 - The use of formalin is known all over the regions



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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Based on the facts above, the writer suggest that....
- ☒ People have to avoid consuming formalin in their food
 - The use of formaldehyde is necessary to control the food
 - People should add 100% solution of formaldehyde in water
 - The food preservative is required to make the food delicious
 - Food seller is supposed to pour formalin for vegetables and food products

Text 2 for question number 4-7

House Husband's Heart Risk

Most people assume that life in the rat race is bad for your health. But reversing the traditional gender roles, being a house husband is a stressful business, according to the latest research by American scientist. By giving up their jobs in order to become house husbands, men increase their risk of heart attack or coronary disease by as much as 82%, according to research based on 10 year study of 2,500 people in Boston, USA. According to Dr. Elaine Eaker, the key to the problem is that some men became stressed about performing a role not traditionally assign to them by society. Men who stays at home tend not to have the same levels of support from friends and family as women do the same.

Jack O'Sullivan, of the Father's Direct, was quoted as saying: "Society expects the main career should be a woman and society is structured around that. Day care is called mother and toddler groups and some men feel awkward about belonging to those groups. Professor Gary Cooper, a psychologist at the University of Manchester, said many men tend to underestimate the task of caring for a family. He said "Most men think being a house husband involves putting on a bit of washing, taking the kids to school and then putting their feet up with a cup of coffee."

They are crazy. Most men are not used to performing a variety of activities simultaneously – the kind of multi-tasking which is second nature to most women. It is estimated that men have taken over the main homemaker's role in one in seven

homes, as increasing numbers of women become the main breadwinner. The study also found that women in high-powered jobs were more likely to develop heart disease than those in more junior positions.

4. the main idea of the first paragraph is,...
- people living in the rat race tend to have heart attacks
 - the research on house-husbands health involved 2,500 people
 - scientists did some research on the people's health living in boston
 - house-husbands have understandable reasons why they gave up their jobs
 - the result of the research showed that housed-husbands tend to have heart attacks

5."some men became stressed about performing a role not traditionally assign to them by society." (paragraph 1)

The statement above is the result of research done by

- A Psychologist
- Jack O'sullivan
- Dr Elaine Eake
- An American Scientist
- A Jack enke

6. Professor Gary Cooper the purpose of the text is,...

- To describe what a house house-husband is
- To persuade readers not to become a house husband
- To report the result of a research carried on by Dr Elaine Eaker
- To explain to readers why house husbands are subjects to heart attacks



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e. To inform readers that 82% of house husbands suffer from heart attack

7. From the text above we conclude that, some house husband become stressed cause....
- They are jobless
 - They earn less than their wives
 - Most people do not respect them
 - They do not join the daycare groups
 - They are not used to doing house keeping

Texts 3 for question 8-12

The three species of bears in North Amerika are in the scientific order, carnivore, and the scientific family, ursidae. These oversize mammals have poor eyesight, a great sense of smell, and the largest flesh-eating land animals in the world.

Bears are appalling, aggressive predators and generally avoid humans, so most folks never see them at close range in their native habitat, although certain signs can indicate the presence of nearby bear. Online video cameras allow viewers to watch bears exhibit their interesting and often surprising behavior without having to be near them

Despite their formidable presence, bears are important inhabitants of north American native forests , woodlands and arctic shores. Relentlessly hunted in the past, their dwindling numbers have caused them to be legally protected in certain locations.

8. What is the best title for the texts above ?

- The species of the bear
- The bears in north America

- The bears appalling
- The predators

9. In the second paragraph, "their" who is that?

- Mammals
- bears
- humans
- predators
- dwindling numbers

10. From the texts above can we get that...

- bears important inhabitants of north American
- three bears should be protect in their habitats
- Bears are appalling, aggressive predators and generally avoid humans
- These oversize mammals have poor eyesight, a great sense of smell, and the largest flesh-eating land animals in the world
- their dwindling numbers have caused them to be legally protected in certain locations

11. Based on the facts above, the writer suggest that...

- The bears should be buy
- The bears should be protects
- Ignored
- The bears should be kill
- The bears should be cooks



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12. From the texts we know that..

- These oversize mammals have poor eyesight, a great sense of smell, and the largest flesh-eating land animals in the world
- their dwindling numbers have caused them to be legally protected in certain locations
- Bears are important inhabitants of north American
- Bears are appalling, aggressive predators and generally avoid humans
- three bears should be protect in their habitats

Text 4 for question 13-16

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread and etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming.

13. What is the title above ?

- The Global warming
- Consuming fresh local

- Everybody should change their life
- Carbon dioxide
- Transportation to go the market

14. The text gives us information about

- The ways to minimize global warming
- The ways to increase global warning
- The effects of global warning
- The importance of consuming local groceries
- The importance of knowing global warning

15. Based on the fact above, the writer suggest that....

- people should need transportation
- consuming fresh local groceries as much as possible. it of course includes local vegetables, fruits, bread and etc.
- everybody should change their life
- everybody should go to the market
- everybody need and saving energy

16. From the text we can conclude that....

- everybody should change their way of life
- everybody should diligent to consume the groceries
- everybody should buy their transportation
- everybody should diligent to the market



Hak Cipta Dilindungi Undang-Undang

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everybody should consume fresh local groceries to reduce global warming.

Texts 5 for question 17-20

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes with 3,092 people killed and crashes resulting in an injury 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

17. What is the main idea of the passage?

- the warning of texting and driving
- The debatable issue of texting and driving
- The involvement of mobile devices while driving
- The risks of texting while driving
- The consequences of not paying attention traffics

18. The last paragraph "they" what does mean ?

- mobile devices
- The National Highway Traffic Safety Administration
- The Virginia Tech Transportation Institute
- the drivers aged 18 to 20

19. What is the title of the texts ?

- The Dangers of Typing SMS while Driving
- the big accidents
- the auto mobile accident
- the little accidents
- best age for a driver

20. From the text, we know that ...

- The mobile phone should be banned in the street
- Distracted driving makes accident more rarely to happen
- Most of the accident caused by the condition of the road.
- 18 percent of fatal crashes were caused by unnoticed street signs.
- Drivers involved in car accidents admitted they were texting when they crashed.



Respondents:

The second grade of SMAN 1 XII Koto Kampar

Directions:

1. These question are used to know students' reading comprehension in analytical exposition text
2. These questions are multiple choice
3. These questions consist of 20 questions
4. You are given 45 minutes to answer the questions
5. Give the cross (X) for the correct answer
6. Please answer these question based on the correct answer.

Text 1 for question number 1-3

Uses formalin and other additives in foods

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the

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Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

1. Why is formalin dangerous for human's body ?
 - ☒ a. It is not food preservatives
 - ☐ b. It is a disinfectant for humans beings.
 - ☐ c. It is used to preserve biological specimens
 - ☐ d. It is 10% solution of formaldehyde in water
 - ☐ e. It is controlled tightly from the government
2. The main idea of paragraph 2 is....?
 - ☐ a. The human's bodies will be harmful after consuming the formalin
 - ☒ b. The government has not controlled the used of formalin firmly
 - ☐ c. The weak control of using formalin is not threatening the human
 - ☐ d. The human's bodies will be harmful after consuming the formalin
 - ☐ e. The use of formalin is known all over the regions

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3. Based on the facts above, the writer suggest that....
- ☒ People have to avoid consuming formalin in their food
 - The use of formaldehyde is necessary to control the food
 - People should add 100% solution of formaldehyde in water
 - The food preservative is required to make the food delicious
 - Food seller is supposed to pour formalin for vegetables and food products

Text 2 for question number 4-7

House Husband's Heart Risk

Most people assume that life in the rat race is bad for your health. But reversing the traditional gender roles, being a house husband is a stressful business, according to the latest research by American scientist. By giving up their jobs in order to become house husbands, men increase their risk of heart attack or coronary disease by as much as 82%, according to research based on 10 year study of 2,500 people in Boston, USA. According to Dr. Elaine Eaker, the key to the problem is that some men became stressed about performing a role not traditionally assign to them by society. Men who stays at home tend not to have the same levels of support from friends and family as women do the same.

Jack O'Sullivan, of the Father's Direct, was quoted as saying: "Society expects the main career should be a woman and society is structured around that. Day care is called mother and toddler groups and some men feel awkward about belonging to those groups. Professor Gary Cooper, a psychologist at the University of Manchester, said many men tend to underestimate the task of caring for a family. He said "Most men think being a house husband involves putting on a bit of washing, taking the kids to school and then putting their feet up with a cup of coffee."

They are crazy. Most men are not used to performing a variety of activities simultaneously – the kind of multi-tasking which is second nature to most women. It is estimated that men have taken over the main homemaker's role in one in seven

homes, as increasing numbers of women become the main breadwinner. The study also found that women in high-powered jobs were more likely to develop heart disease than those in more junior positions.

4. the main idea of the first paragraph is....
- ☒ people living in the rat race tend to have heart attacks
 - the research on house-husbands health involved 2,500 people
 - scientists did some research on the people's health living in Boston
 - house-husbands have understandable reasons why they gave up their jobs
 - the result of the research showed that house-husbands tend to have heart attacks

5. "some men became stressed about performing a role not traditionally assign to them by society." (paragraph 1)

The statement above is the result of research done by

- A Psychologist
- ☒ Jack O'sullivan
- Dr Elaine Eaker
- An American Scientist
- A jack eaker

6. Professor Gary Cooper the purpose of the text is...

- ☒ To describe what a house husband is
- To persuade readers not to become a house husband
- To report the result of a research carried on by Dr Elaine Eaker
- To explain to readers why house husbands are subjects to heart attacks



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- To inform readers that 82% of house husbands suffer from heart attack

7. From the text above we can conclude that, some house husband become stressed cause....

- They are jobless
- They earn less than their wives
- Most people do not respect them
- They do not join the daycare groups
- They are not used to doing house keeping

Texts 3 for question 8-12

The three species of bears in North Amerika are in the scientific order, carnivore, and the scientific family, ursidae. These oversize mammals have poor eyesight, a great sense of smell, and the largest flesh-eating land animals in the world.

Bears are appalling, aggressive predators and generally avoid humans, so most folks never see them at close range in their native habitat, although certain signs can indicate the presence of nearby bear. Online video cameras allow viewers to watch bears exhibit their interesting and often surprising behavior without having to be near them

Despite their formidable presence, bears are important inhabitants of north American native forests , woodlands and arctic shores. Relentlessly hunted in the past, their dwindling numbers have caused them to be legally protected in certain locations.

8. What is the best title for the texts above ?

- The species of the bear
- The bears in north America

- The bears appalling
- The predators

9. In the second paragraph, "their" who is that?

- Mammals
- bears
- humans
- predators
- dwindling numbers

10. From the texts above can we get that...

- bears important inhabitants of north American three bears should be protect in their habitats
- Bears are appalling, aggressive predators and generally avoid humans
- These oversize mammals have poor eyesight, a great sense of smell, and the largest flesh-eating land animals in the world
- their dwindling numbers have caused them to be legally protected in certain locations

11. Based on the facts above, the writer suggest that...

- The bears should be buy
- The bears should be protects
- Ignored
- The bears should be kill
- The bears should be cooks



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12. From the texts we know that...

- These oversize mammals have poor eyesight, a great sense of smell, and the largest flesh-eating land animals in the world
- their dwindling numbers have caused them to be legally protected in certain locations
- bears important inhabitants of north American
- ☒ Bears are appalling, aggressive predators and generally avoid humans
- three bears should be protect in their habitats

Text 4 for question 13-16

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. it of course includes local vegetables, fruits, bread and etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming.

13. What is the title above ?

- ☒ The Global warming
- Consuming fresh local

- Everybody should change their life
- Carbon dioxide
- Transportation to go the market

14. The text gives us information about

- The ways to minimize global warming
- The ways to increase global warming
- The effects of global warming
- ☒ The importance of consuming local groceries

The importance of knowing global warming

15. Based on the fact above, the writer suggest that...

- people should need transportation
- consuming fresh local groceries as much as possible. it of course includes local vegetables, fruits, bread and etc.
- ☒ everybody should change their life
- everybody should go to the market
- everybody need and saving energy

16. From the text we can conclude that...

- everybody should change their way of life
- everybody should diligent to consume the groceries
- everybody should buy their transportation
- ☒ everybody should diligent to the market



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everybody should consume fresh local groceries to reduce global warming.

Texts 5 for question 17-20

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes with 3,092 people killed and crashes resulting in an injury 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

17. What is the main idea of the passage?

- the warning of texting and driving
- The debatable issue of texting and driving
- The involvement of mobile devices while driving
- The risks of texting while driving
- The consequences of not paying attention traffics

18. The last paragraph "they" what does mean ?

- mobile devices
- The National Highway Traffic Safety Administration
- The Virginia Tech Transportation Institute
- the drivers aged 18 to 20

D. 3,092 people killed and crashes resulting in an injury 416,000 people wounded

19. What is the title of the texts ?

- The Dangers of Typing SMS while Driving
- the big accidents
- the auto mobile accident
- the little accidents
- best age for a driver

20. From the text, we know that ...

- The mobile phone should be banned in the street
- Distracted driving makes accident more rarely to happen
- Most of the accident caused by the condition of the road
- 18 percent of fatal crashes were caused by unnoticed street signs.
- Drivers involved in car accidents admitted they were texting when they crashed.



The Questions of Reading Comprehension of Analytical Exposition Texts

Respondents:

The second grade of SMAN 1 XIII Koto Kampar

Directions:

1. These question are used to know students' reading comprehension in analytical exposition text
2. These questions are multiple choice
3. These questions consist of 20 questions
4. You are given 45 minutes to answer the questions
5. Give the cross (X) for the correct answer
6. Please answer these question based on the correct answer.

Text 1 for question number 1-3

Uses formalin and other additives in foods

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the

Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

1. Why is formalin dangerous for human's body ?

- a. It is not food preservatives
- b. It is a disinfectant for humans beings.
- c. It is used to preserve biological specimens
- ☒ d. It is 10% solution of formaldehyde in water
- e. It is controlled tightly from the government

2. The main idea of paragraph 2 is....?

- a. The human's bodies will be harmful after consuming the formalin
- ☒ b. The government has not controlled the used of formalin firmly
- c. The weak control of using formalin is not threatening the human
- d. The human's bodies will be harmful after consuming the formalin
- e. The use of formalin is known all over the regions

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3. Based on the facts above, the writer suggest that...

- ☒ People have to avoid consuming formalin in their food
- The use of formaldehyde is necessary to control the food
- People should add 100% solution of formaldehyde in water
- The food preservative is required to make the food delicious
- Food seller is supposed to pour formalin for vegetables and food products

Text 2 for question number 4-7

House Husband's Heart Risk

Most people assume that life in the rat race is bad for your health. But reversing the traditional gender roles, being a house husband is a stressful business, according to the latest research by American scientist. By giving up their jobs in order to become house husbands, men increase their risk of heart attack or coronary disease by as much as 82%, according to research based on 10 year study of 2,500 people in Boston, USA. According to Dr. Elaine Eaker, the key to the problem is that some men became stressed about performing a role not traditionally assign to them by society. Men who stays at home tend not to have the same levels of support from friends and family as women do the same.

Jack O'Sullivan, of the Father's Direct, was quoted as saying: "Society expects the main career should be a woman and society is structured around that. Day care is called mother and toddler groups and some men feel awkward about belonging to those groups. Professor Gary Cooper, a psychologist at the University of Manchester, said many men tend to underestimate the task of caring for a family. He said "Most men think being a house husband involves putting on a bit of washing, taking the kids to school and then putting their feet up with a cup of coffee.

They are crazy. Most men are not used to performing a variety of activities simultaneously -- the kind of multi-tasking which is second nature to most women. It is estimated that men have taken over the main homemaker's role in one in seven

homes, as increasing numbers of women become the main breadwinner. The study also found that women in high-powered jobs were more likely to develop heart disease than those in more junior positions.

- the main idea of the first paragraph is...
 - people living in the rat race tend to have heart attacks
 - the research on house-husbands health involved 2,500 people
 - scientists did some research on the people's health living in boston
 - house-husbands have understandable reasons why they gave up their jobs
 - the result of the research showed that house-husbands tend to have heart attacks

5. "Some men became stressed about performing a role not traditionally assign to them by society." (paragraph 1)

The statement above is the result of research done by

- A Psychologist
- Jack O'sullivan
- Dr Elaine Eake
- An American Scientist
- A jack eake

6. Professor Gary Cooper the purpose of the text is...

- To describe what a house husband is
- To persuade readers not to become a house husband
- To report the result of a research carried on by Dr Elaine Eaker
- To explain to readers why house husbands are subjects to heart attacks



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- To inform readers that 82% of house husbands suffer from heart attack

7. From the text above we conclude that, some house husband become stressed cause....

- They are jobless
- They earn less than their wives
- Most people do not respect them
- They do not join the daycare groups
- They are not used to doing house keeping

Texts 3 for question 8-12

The three species of bears in North America are in the scientific order, carnivore, and the scientific family, ursidae. These oversize mammals have poor eyesight, a great sense of smell, and the largest flesh-eating land animals in the world.

Bears are appalling, aggressive predators and generally avoid humans, so most folks never see them at close range in their native habitat, although certain signs can indicate the presence of nearby bear. Online video cameras allow viewers to watch bears exhibit their interesting and often surprising behavior without having to be near them

Despite their formidable presence, bears are important inhabitants of north American native forests, woodlands and arctic shores. Relentlessly hunted in the past, their dwindling numbers have caused them to be legally protected in certain locations.

8. What is the best title for the texts above ?

- The species of the bear
- The bears in north America

- The bears appalling
- The predators

9 In the second paragraph, "their" who is that?

- Mammals
- bears
- humans
- predators
- dwindling numbers

10. From the texts above can we get that...

- bears important inhabitants of north American
- three bears should be protect in their habitats
- Bears are appalling, aggressive predators and generally avoid humans
- These oversize mammals have poor eyesight, a great sense of smell, and the largest flesh-eating land animals in the world
- their dwindling numbers have caused them to be legally protected in certain locations

11. Based on the facts above, the writer suggest that...

- The bears should be buy
- The bears should be protects
- Ignored
- The bears should be kill
- The bears should be cooks



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12. From the texts we know that...

- These oversize mammals have poor eyesight, a great sense of smell, and the largest flesh-eating land animals in the world
- their dwindling numbers have caused them to be legally protected in certain locations
- bears important inhabitants of north American
- Bears are appalling, aggressive predators and generally avoid humans

Text 4 for question 13-16

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. it of course includes local vegetables, fruits, bread and etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming.

13. What is the title above ?

- The Global warming
- Consuming fresh local

- Everybody should change their life
- Carbon dioxide
- Transportation to go the market

14. The text gives us information about

- The ways to minimize global warming
- The ways to increase global warming
- The effects of global warming
- The importance of consuming local groceries
- The importance of knowing global warming

15. Based on the fact above, the writer suggest that...

- people should need transportation
- consuming fresh local groceries as much as possible. it of course includes local vegetables, fruits, bread and etc.
- everybody should change their life
- everybody should go to the market
- everybody need and saving energy

16. From the text we can conclude that...

- everybody should change their way of life
- everybody should diligent to consume the groceries
- everybody should buy their transportation
- everybody should diligent to the market



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- everybody should consume fresh local groceries to reduce global warming.

Texts 5 for question 17-20

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes with 3,092 people killed and crashes resulting in an injury 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

17. What is the main idea of the passage?

- the warning of texting and driving
- The debatable issue of texting and driving
- The involvement of mobile devices while driving
- The risks of texting while driving
- The consequences of not paying attention traffics

18. The "they" in "they" what does mean ?

- mobile devices
- The National Highway Traffic Safety Administration
- The Virginia Tech Transportation Institute
- the drivers aged 18 to 20

19. What is the title of the texts ?

- The Dangers of Typing SMS while Driving
- the big accidents
- the auto mobile accident
- the little accidents
- best age for a driver

20. From the text, we know that ...

- The mobile phone should be banned in the street
- Distracted driving makes accident more rarely to happen
- Most of the accident caused by the condition of the road.
- 18 percent of fatal crashes were caused by unnoticed street signs.
- Drivers involved in car accidents admitted they were texting when they crashed.

Pertanyaan

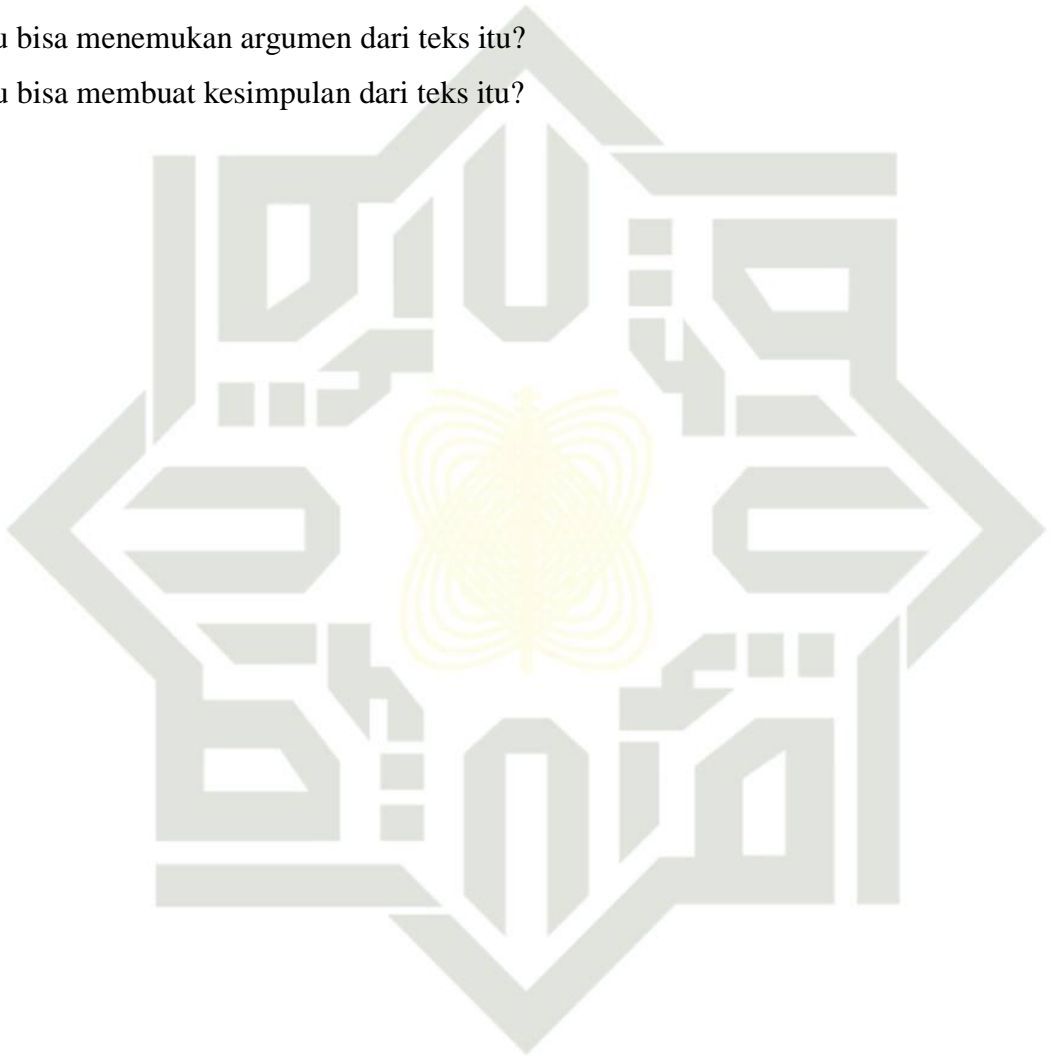
1. Apakah kamu bisa menemukan informasi faktual dari teks itu?
2. Apakah kamu bisa menemukan ide pokok dari teks itu?
3. Apakah kamu bisa menemukan referensi dari teks itu?
4. Apakah kamu bisa membuat kesimpulan dari teks itu?
5. Apakah kamu bisa menemukan judul dari teks itu?
6. Apakah kamu bisa menemukan argumen dari teks itu?
7. Apakah kamu bisa membuat kesimpulan dari teks itu?

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Teks 1

Researcher : sebelumnya dengan adek siapa kakak berbicara?

Students : Muhammad Al-fajri

Researcher : ok fajri kelas berapa?

Students : XI IPA

Researcher : kakak kasih adek teks, lalu nanti adek bisa baca kemudian kakak bisa bertanya kepada adek tentang pemahaman adek dari teks itu!

Researcher : 1. Dari teks itu bisa adek sebutkan informasi penting apa yang adek temukan dari teks itu?

Students : jogging is also good for your mental health. Everytime you finish jogging, you will feel fresh. Some studies have shown that people who jog will have better outlook of live and this will make they more happier than the average people.

Researcher : emm..ok, 2. Apakah kamu bisa menemukan ide pokok dari teks itu?

Students : Jogging will keep your cardiovascular (heart pumping) in a good shape. And also you will find very few people who will suffer from heart attack and stroke if they do this regularly.

Researcher : 3. Apakah kamu bisa menemukan referensi dari teks itu?

Students : For example, a woman weighing 68 kg burns 600 calories per 10 km.

Researcher : 4. Apakah kamu bisa membuat kesimpulan dari teks itu

Students : So based on facts above, jogging is good for everyone.

Researcher : ok, pertanyaan nomor 5, kira-kira judul yang bagus untuk teks itu apa?

Students : jogging

Researcher : ok, pertanyaan no 6, apakah adek bisa menemukan pendapat atau argument dari teks itu?

Students : mmm.. tidak tau

Researcher : m.ok ndk apa, pertanyaan no 7 apakah adek bisa membuat kesimpulan dari teks itu?

Students : mm tidak bisa

Researcher : m terima kasih untuk adek atas waktunya

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Researcher : dengan adek siapa kakak bicara?

Students : hanifah lestari kelas XI IPS 2

Researcher : ok, untuk pertama kalinya kakak kasih adek teks, dari teks itu adek bisa baca, habis adek baca kakak tanya pemahaman adek tentang teks itu. Silahkan dari teks itu bisa adek temukan informasi penting apa yang ada di teks itu?

Students : Fast food has its popularity in the 1940's

Researcher : ok pertanyaan no 2, bisakah adek temukan ide pokok dari teks itu?

Students : Fast food nowadays is considered a normal eating venture

Researcher : ok, no 3 bisakah adek temukan referensi dari teks itu?

Students : Studies show that the chemical additives lead to weight and disease issues.

Researcher : Bisakah adek membuat kesimpulan dari teks itu?

Students : (shake of the head)

Researcher : kita lanjut dulu, pertanyaan no 5 kira-kira judul yang bagus untuk teks itu apa?

Students : fast food

Researcher : ya, bisakah adek menemukan argumen atau pendapat orang dari teks tersebut?

Students : shake of the head

Researcher : kita lanjut ke no 7 bisakah adek membuat kesimpulan dari teks tersebut?

Students : So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

Researcher : ok, untuk adek terima kasih untuk waktunya

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Researcher : sebelumnya dengan kamu siapa kakak berbicara?

Students : sopia utari

Researcher : kelas ?

Students : kelas XI IPS 1

Researcher : ok XI IPS 1, kakak kasih tes habis itu kamu bisa baca dan pahami, setelah itu kakak bisa tanya pemahaman adek. Dari teks itu bisa kamu temukan informasi penting apa dari teks itu?

Students : jogging is also good for your mental health. Everytime you finish jogging, you will feel fresh. Some studies have shown that people who jog will have better outlook of live and this will make they more happier than the average people.

Researcher : ok, pertanyaan no 2 bisakah kamu temukan ide pokok dari bacaan teks tersebut?

Students : Jogging will keep your cardiovascular (heart pumping) in a good shape. And also you will find very few people who will suffer from heart attack and stroke if they do this regularly

Researcher : Apakah kamu bisa menemukan referensi dari teks itu?

Students : For example, a woman weighing 68 kg burns 600 calories per 10 km.

Researcher : 4. Apakah kamu bisa membuat kesimpulan dari teks itu

Students : So based on facts above, jogging is good for everyone.

Researcher : ok, pertanyaan nomor 5, dari teks kira-kira judul yang bagus untuk teks itu apa?

Students : jogging

Researcher : ok, pertanyaan no 6, apakah kamu bisa menemukan pendapat atau argument dari teks itu?

Students : mmm.. i dont know

Researcher : ok no 7 apakah kamu bisa membuat kesimpulan dari teks itu?

Students : just silent

Researcher : kalau tidak bisa tidak apa-apa, terima kasih untuk waktunya

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teks

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Researcher : dengan adek siapa kakak bicara?

Students : Muhammad riyanto kelas XI IPS 2

Researcher : ok, untuk pertama kalinya kakak kasih adek teks, dari teks itu adek bisa baca, habis adek baca kakak tanya pemahaman adek tentang teks itu. Silahkanpertanyaan pertama, dari teks itu bisa adek temukan informasi penting apa yang ada di teks itu?

Students : Fast food has its popularity in the 1940's

Researcher : ok pertanyaan no 2, bisakah adek temukan ide pokok dari teks itu?

Students : Fast food nowadays is considered a normal eating venture

Researcher : ok, no 3 bisakah adek temukan referensi dari teks itu?

Students : (shake of the head and find the answer) Studies show that the chemical additives lead to weight and disease issues.

Researcher : Bisakah adek membuat kesimpulan dari teks itu?

Students : (shake of the head)

Researcher : kita lanjut dulu, pertanyaan no 5 kira-kira judul yang bagus untuk teks itu apa?

Students : fast food

Researcher : ya, bisakah adek menemukan argumen atau pendapat orang dari teks tersebut?

Students : shake of the head

Researcher : kita lanjut ke no 7 bisakah adek membuat kesimpulan dari teks tersebut?

Students : So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

Researcher : ok, untuk adek terima kasih untuk waktunya

Hak Cipta Dilindungi Undang-Undang

teks

Researcher : Dengan adek siapa kakak bicara?

Students : Anita kelas XI IPA

Researcher : ok, untuk pertama kalinya kakak kasih adek teks, dari teks itu adek bisa baca, habis adek baca kakak tanya pemahaman adek tentang teks itu. Silahkan dari teks itu bisa adek temukan informasi penting apa yang ada di teks itu?

Students : Fast food has its popularity in the 1940's

Researcher : ok pertanyaan no 2, bisakah adek temukan ide pokok dari teks itu?

Students : Fast food nowadays is considered a normal eating venture

Researcher : ok, no 3 bisakah adek temukan referensi dari teks itu?

Students : Studies show that the chemical additives lead to weight and disease issues.

Researcher : Bisakah adek membuat kesimpulan dari teks itu?

Students : Mmm..no

Researcher : kita lanjut dulu, pertanyaan no 5 kira-kira judul yang bagus untuk teks itu apa?

Students : fast food

Researcher : ya, bisakah adek menemukan argumen atau pendapat orang dari teks tersebut?

Students : No..

Researcher : kita lanjut ke no 7 bisakah adek membuat kesimpulan dari teks tersebut?

Students : So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

Researcher : ok, untuk adek terima kasih untuk waktunya

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Teks 1

Researcher : sebelumnya dengan adek siapa kakak berbicara?

Students : Rahmi kak

Researcher : ok rahmi kelas berapa?

Students : XI IPS 2

Researcher : untuk pertama kakak kasih adek teks, lalu nanti adek bisa baca kemudian kakak bisa bertanya kepada adek tentang pemahaman adek dari teks itu! Kakak kasih waktu 2 menit untuk membacanya

Researcher : 1. Dari teks itu bisa adek sebutkan informasi penting apa yang adek temukan dari teks itu?

Students : jogging kak,

joging is also good for your mental health. Everytime you finish jogging, you will feel fresh. Some studies have shown that people who jog will have better outlook of live and this will make they more happier than the average people.

Researcher : emm..ok, 2. Apakah kamu bisa menemukan ide pokok dari teks itu?

Students : Jogging will keep your cardiovascular (heart pumping) in a good shape. And also you will find very few people who will suffer from heart attack and stroke if they do this regularly.

Researcher : 3. Apakah kamu bisa menemukan referensi dari teks itu?

Students : For example, a woman weighing 68 kg burns 600 calories per 10 km.

Researcher : 4. Apakah kamu bisa membuat kesimpulan dari teks itu

Students : So based on facts above, jogging is good for everyone.

Researcher : ok, pertanyaan nomor 5, kira-kira judul yang bagus untuk teks itu apa?

Students : jogging

Researcher : ok, bagus, pertanyaan no 6, apakah adek bisa menemukan pendapat atau argument dari teks itu?

Students : mmm.. i don't know

Researcher : m.ok ndk apa, pertanyaan no 7 apakah adek bisa membuat kesimpulan dari teks itu?

Students : mm... shake of the head

Researcher : mm.. terima kasih untuk adek atas waktunya

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Researcher : Dengan adek siapa kakak bicara?

Students : Reza indah kelas XI IPA

Researcher : ok, untuk pertama kalinya kakak kasih adek teks, dari teks itu adek bisa baca, habis adek baca kakak tanya pemahaman adek tentang teks itu. Silahkan dari teks itu bisa adek temukan informasi penting apa yang ada di teks itu?

Students : Fast food has its popularity in the 1940's

Researcher : ok pertanyaan no 2, bisakah adek temukan ide pokok dari teks itu?

Students : Fast food nowadays is considered a normal eating venture

Researcher : ok, no 3 bisakah adek temukan referensi dari teks itu?

Students : Studies show that the chemical additives lead to weight and disease issues.

Researcher : Bisakah adek membuat kesimpulan dari teks itu?

Students : Mmm..no

Researcher : kita lanjut dulu, pertanyaan no 5 kira-kira judul yang bagus untuk teks itu apa?

Students : fast food

Researcher : ya, bisakah adek menemukan argumen atau pendapat orang dari teks tersebut?

Students : No..

Researcher : kita lanjut ke no 7 bisakah adek membuat kesimpulan dari teks tersebut?

Students : So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

Researcher : ok, untuk adek terima kasih untuk waktunya

Hak Cipta Dilindungi Undang-Undang

teks

Researcher : Dengan adek siapa kakak bicara?

Students : Desi Amelia XI IPS 2

Researcher : ok, untuk pertama kalinya kakak kasih adek teks, dari teks itu adek bisa baca, habis adek baca kakak tanya pemahaman adek tentang teks itu. Silahkanpertanyaanya dari teks itu bisa adek temukan informasi penting apa yang ada di teks itu?

Students : Fast food has its popularity in the 1940's

Researcher : ok pertanyaan no 2, bisakah adek temukan ide pokok dari teks itu?

Students : Fast food nowadays is considered a normal eating venture

Researcher : ok, no 3 bisakah adek temukan referensi dari teks itu?

Students : Studies show that the chemical additives lead to weight and disease issues.

Researcher : Bisakah adek membuat kesimpulan dari teks itu?

Students : Mmm..

Researcher : kita lanjut dulu, pertanyaan no 5 kira-kira judul yang bagus untuk teks itu apa?

Students : fast food

Researcher : ya, bisakah adek menemukan argumen atau pendapat orang dari teks tersebut?

Students :no

Researcher : kita lanjut ke no 7 bisakah adek membuat kesimpulan dari teks tersebut?

Students : So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

Researcher : ok, untuk adek terima kasih untuk waktunya

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Teks 1

Researcher : sebelumnya dengan adek siapa kakak berbicara?

Students : Annisa

Researcher : ok rahmi kelas berapa?

Students : XI Ips 1

Researcher : untuk pertama kakak kasih adek teks, lalu nanti adek bisa baca kemudian kakak bisa bertanya kepada adek tentang pemahaman adek dari teks itu! Kakak kasih waktu 2 menit untuk membacanya

Researcher : 1. Dari teks itu bisa adek sebutkan informasi penting apa yang adek temukan dari teks itu?

Students : jogging kak,

joging is also good for your mental health. Everytime you finish jogging, you will feel fresh. Some studies have shown that people who jog will have better outlook of live and this will make they more happier than the average people.

Researcher : emm..ok, 2. Apakah kamu bisa menemukan ide pokok dari teks itu?

Students : Jogging will keep your cardiovascular (heart pumping) in a good shape. And also you will find very few people who will suffer from heart attack and stroke if they do this regularly.

Researcher : 3. Apakah kamu bisa menemukan referensi dari teks itu?

Students : For example, a woman weighing 68 kg burns 600 calories per 10 km.

Researcher : 4. Apakah kamu bisa membuat kesimpulan dari teks itu

Students : So based on facts above, jogging is good for everyone.

Researcher : ok, pertanyaan nomor 5, kira-kira judul yang bagus untuk teks itu apa?

Students : jogging

Researcher : ok, bagus, pertanyaan no 6, apakah adek bisa menemukan pendapat atau argument dari teks itu?

Students : mmm..ndak

Researcher : m.ok ndk apa, pertanyaan no 7 apakah adek bisa membuat kesimpulan dari teks itu?

Students : mm... No

Researcher : mm.. terima kasih untuk adek atas waktunya

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Researcher : Why you can't to identify arguments/ inferences of the test?

Students 1: because i can't converting the words and i do not know the meaning of words, and i often asked my friends to search the meaning of the words.

Students 2: i dont know the meaning of the words, sometime i asked my friends to know the meaning.

Students 3: actually i seldom read a book, so i can't to converting of the words to be a sentences in English.

Students 4: i still have lack of vocabularry and i can't to converting of the words to be a sentences in English

Students 5: i don't know the meaning of the words

Students 6: i have lack of vocabularry

Students 7: my vocabularry just a little, so i can't

Students 8: i can't converting of the words because my vocab just a little

Students 9: i have lack of vocabularry

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NAME	MULTIPLE CHOICE																				TOT
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Student 1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	15
Student 2	0	1	0	1	1	1	1	0	0	0	0	0	1	1	0	0	0	0	1	0	8
Student 3	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	3
Student 4	1	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	4
Student 5	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	17
Student 6	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3
Student 7	0	0	1	0	1	1	1	1	0	0	0	1	1	0	0	1	1	0	1	0	10
Student 8	0	1	0	0	1	0	0	1	1	1	1	0	0	0	0	0	0	1	0	1	7
Student 9	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	17
Student 10	0	1	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	1	0	6
Student 11	0	1	1	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	1	0	6
Student 12	0	1	1	1	1	1	0	1	0	1	1	1	0	0	1	1	1	0	1	1	14
Student 13	1	1	0	0	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	14
Student 14	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	1	0	1	0	0	7
Student 15	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	0	0	1	0	0	12
Student 16	1	1	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	7
Student 17	1	0	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	14
Student 18	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	3
Student 19	1	1	0	1	0	0	1	1	1	1	1	1	1	1	0	0	0	0	1	0	12
Student 20	1	0	0	1	1	0	1	0	1	1	0	1	1	1	0	1	0	0	1	0	12
Student 21	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	1	5
Student 22	1	1	1	1	1	1	1	1	0	1	0	0	1	1	0	0	0	0	1	1	15
Student 23	1	0	1	0	1	1	1	0	0	0	1	1	1	1	0	1	1	1	0	1	12
Student 24	1	1	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	1	14
Student 25	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	0	1	1	1	16
r table	0,3961	0,3961	0,3961	0,3961	0,3961	0,3961	0,3961	0,42378	0,44253	0,3961	0,3961	0,3961	0,3961	0,3961	0,3961	0,3961	0,3961	0,3961	0,3961	0,3961	
r hitting	0,44428	0,4979	0,42521	0,47507	0,48137	0,49446	0,49446	0,42378	0,44253	0,46708	0,53461	0,42728	0,51556	0,47507	0,46431	0,44576	0,50312	0,44253	0,51556	0,3961	0,49348

Appendix 3

UIN SUSKA RIAU

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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id E-mail: eftak_uinsuska@yahoo.co.id

Un.04/F.II.4/PP.00.9/9474/2019

Pekanbaru, 09 Juli 2019

Biasa

Pembimbing Skripsi (Perpanjangan)

Kepada

Yth.

1. Drs. H. Kalayo Hasibuan, M.Ed.

2. Nelvia Ibrahim, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : DESRI ANDRIANI

NIM : 11513201043

Jurusan : Pendidikan Bahasa Inggris

Judul : An Analysis on Students' Reading Comprehension in Analytical Exposition
Texts at SMAN 1 XIII Koto Kampar

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihatirkan terima kasih.

Wassalam

an, Dekan

Wakil Dekan I

Dr. H. Alimuddin, M.Ag
NIP. 19660924 199503 1 002

Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

- Jenis yang dibimbing :
 - Seminar usul Penelitian :
 - Penulisan Laporan Penelitian : ✓
- Nama Pembimbing : Drs. H. Kalayo Hasibuan, M. Ed
 - Nomor Induk Pegawai (NIP) : 1965 10 28 1997 03001
- Nama Mahasiswa : Desni Andhani
- Nomor Induk Mahasiswa : 1513201043
- Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	17-06-2019	Diskusi Hasil Ujian Proposal		
2	18-06-2019	Bimbingan Instruments		
3	19-06-2019	Bimbingan Penulisan Skripsi		
4	22-06-2019	Penulisan Bab I - 5, Reference, lampiran		
5	24-06-2019	Proofread & Final, Acc		

Pekanbaru, 24 - 06 - 2019
Pembimbing,

Drs. H. Kalayo Hasibuan, M. Ed.
NIP. 1965 10 28 1997 03001



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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian : ✓
2. Nama Pembimbing : Naura Ibrahim. M. Pd
 - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Dani Andriani
4. Nomor Induk Mahasiswa : 1513201043
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	20-06-2019 Thursday	Chapter I & II		
2.	01-07-2019 Monday	chapter III & IV		
3.	02-07-2019	Acc		

UIN SUSKA RIAU Pekanbaru, 2019
Pembimbing,

Naura Ibrahim M. Pd
NIP. Ada



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**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Mahasiswa
Legal
Proposal Penelitian

: DESPI ANDRIANI
: ISI.32.01.043
: Monday, 01-09-2019
: An Analysis on students Reading Comprehension
: in Analytical Exposition Text at SMAN 1 XII Koto Kampar

URAIAN PERBAIKAN

Revise the way you Analyze the data (P.20)
Revise the way you take the sample
Revise the grammatical mistakes
Revise to APA style for intext-citation and write References

Pekanbaru, 01-09-2019
Penguji II

Hamsi Hasan M.H.Sc

Dedi Setiawan M.Pd

- Hak Cipta Dilindungi Undang-Undang**
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**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Desri Andriani
Nomor Induk Mahasiswa : 11513201043
Hari/Tanggal Ujian : Senin/ 01 April 2019
Judul Proposal Ujian : An Analysis on Students' Reading Comprehension in
Analytical Exposition Text at SMAN 1 XIII Koto
Kampar
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang
Dalam Ujian proposal

NAMA	JABATAN	TANDA TANGAN	
		PENGUJI I	PENGUJI II
Drs.Samsi Hasan M.H.Sc	PENGUJI I		
Dodi Settiawan M.Pd	PENGUJI II		

Mengetahui
Dekan
Wakil Dekan I

Dr. Alimuddin, M.Ag
NIP. 196609241995031002

Pekanbaru,.....
Peserta Ujian Proposal

Desri Andriani
NIM. 11513201043

UIN SUSKA RIAU

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Appendix 4

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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrandt No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/3825/2019
Tipe : Biasa
Tempat :
Mohon Izin Melakukan PraRiset

Pekanbaru, 28 Februari 2019

Kepada
Yth. Kepala Sekolah
SMAN 1 XIII Koto Kampar
di
Tempat

Assalamu'alaikum warhamatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : DESRI ANDRIANI
NIM : 11513201043
Semester/Tahun : VIII (Delapan)/ 2019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan
Wakil Dekan III

Dr. Drs. Nursalim, M.Pd
NIP. 19660410 199303 1 005

UIN SUSKA RIAU

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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/22572
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat
 ohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor :**
04/F.II/PP.00.9/7222/2019 Tanggal 29 April 2019, dengan ini memberikan rekomendasi kepada:

1. Nama : **DESRI ANDRIANI**
2. NIM / KTP : **115132010430**
3. Program Studi : **PENDIDIKAN BAHASA INGGRIS**
4. Jenjang : **S1**
5. Alamat : **PEKANBARU**
6. Judul Penelitian : **An Analysis on Students' Reading Comprehension in Analytical
 Exposition Texts at SMAN'1 XIII Koto Kampar".**
7. Lokasi Penelitian : **SMAN 1 XIII KOTO KAMPAR".**

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
 Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai
 tanggal rekomendasi ini diterbitkan.
 2. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan
 Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 9 Mei 2019



Disan :

Salinan Kepada Yth :

- Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
- Kepala Dinas Pendidikan Provinsi Riau
- Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
- Yang Bersangkutan

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UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

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PEMERINTAH PROVINSI RIAU DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru,

Kepada

Yth. Kepala SMAN 1 XIII Koto Kampar

di-

Tempat

: 800/Disdik/1.3/2019/

: Biasa

Sifat
Lampiran

: Izin Riset / Penelitian

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/22572 Tanggal 9 Mei 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : DESRI ANDRIANI
NIM : 115132010430
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : AN ANALYSIS ON STUDENTS' READING COMPREHENSION
IN ANALYTICAL EXPOSITION TEXTS AT SMAN 1 XIII KOTO
KAMPAR

Lokasi Penelitian : SMAN 1 XIII KOTO KAMPAR

Dengan ini disampaikan hal-hal sebagai berikut :

- Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
- Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
- Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



ABYU SUHENDRA, SE
Pembina
NIP. 197412092000121006

busan:
an Fakultas Tarbiyah dan Keguruan UIN Suska Riau



PEMERINTAH PROVINSI RIAU

DINAS PENDIDIKAN

SMA NEGERI 1 XIII KOTO KAMPAR

Alamat : Jalan Pelajar No. 03 Batu Bersurat Kec. XIII Koto Kampar Kode Pos – 28453

E-Mail : smantu.kotokampar@gmail.com

Telp/Fax : -

AKREDITASI : A

NPSN : 10400359

NSS : 301140601001



SURAT KETERANGAN

Nomor : 421.3/SMAN 1 XIII KK / 172

Kepala Sekolah Menengah Atas Negeri 1 XIII Koto Kampar, Berdasarkan Surat Dari
Dinas Pendidikan Provinsi Riau Nomor : 800/Disdik/1.3/2019/ Tanggal 2019,
Dengan ini kami menerangkan bahwa :

Nama : **DESRI ANDRIANI**
NIM : 115132010430
Universitas : UIN Suska Riau Pekanbaru
Jurusan : Pendidikan Bahasa Inggris
Jenjang : S1
Alamat : Pekanbaru

Telah melakukan riset serta pengumpulan data dengan judul **“AN ANALYSIS ON STUDENTS’ READING COMPREHENSION IN ANALYTICAL EXPOSITION TEXTS AT SMAN 1 XIII KOTO KAMPAR”**. Terhitung mulai tanggal 29 April s.d 17 Mei 2019.

Demikian Surat Keterangan ini kami berikan kepada yang bersangkutan agar dapat dipergunakan sebagaimana mestinya.

DITETAPKAN DI : BATU BERSURAT
PADA TANGGAL : 17 MEI 2019

Kepala Sekolah,
SMA NEGERI
XIII KOTO KAMPAR
PROVINSI RIAU
PARIYAL S.Pd., M.Pd.
NIP.197110041996021001

UIN SUSKA RIAU

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CURRICULUM VITAE

Desri Andriani, was born on Desember, 19th 1997 in Batu Bersurat, XIII Koto Kampar. She is the second daughter from Mr. Masril and Mrs. Zurniati. She has two sisters named Meri Andriani S.pd and Srida Yanti. In 2009, she was graduated from State Elementary 002 Batu Bersurat. Then she continued her study MTsN Darussakinah XIII Koto Koto Kampar in 2012 moreover, in 2015 the researcher graduated from

MAS Darussakinah.

In 2015, she was accepted become one of the students in English Education Department, faculty of Education and Teaching Training of State Islamic University of Sultan Syarif Kasim Riau. In 2019, she was followed final examination and her Thesis entitled:” An Analysis on Students’ Reading Comprehension in Analytical Exposition Texts at SMAN 1 XIII Koto Kampar”